

DOCUMENT RESUME

ED 284 870

SP 029 287

AUTHOR Kane, Pearl R.; And Others
TITLE Teachers in Public and Independent Schools: A Comparative Study.
INSTITUTION Columbia Univ., New York, NY. Esther A. and Joseph Klingenstein Center for Independent School Education.
SPONS AGENCY Geraldine R. Dodge Foundaton, Morristown, N.J.
PUB DATE 86
NOTE 129p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Career Choice; Comparative Analysis; High Schools; *Private Schools; *Public Schools; *Teacher Attitudes; Teacher Background; Teacher Motivation; Teacher Persistence; Teacher Qualifications; Teaching (Occupation)

IDENTIFIERS New Jersey

ABSTRACT

This document addresses the questions of why young people choose teaching as a career and why a portion of those teachers decide to leave by surveying high school teachers in New Jersey. Two hundred forty-three secondary school teachers representing 32 public schools, 21 independent day schools, and 7 independent boarding schools participated in personal on-site interviews. The report divides the collected data into the following topics: (1) demographic description of data; (2) entry into teaching; (3) the worklife of teachers; (4) teachers' views on excellence in teaching; and (5) teaching as a career. Recommendations and discussion are included. A description of the survey methodology, the questionnaire used, a list of schools represented, and a map showing their locations in New Jersey are appended. (MT)

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Teachers in Public and Independent Schools

A Comparative Study



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A Project of the
Esther A. and Joseph Klingenstein Center
for Independent School Education
Teachers College, Columbia University

Funded by the
Geraldine R. Dodge Foundation

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Teachers in
Public and Independent
Schools

A Comparative Study



1986

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Funded by the
Geraldine R. Dodge Foundation

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Acknowledgements

A study of this magnitude would not have been possible without the contributions of many persons. We are indebted to Sherm Edwards, a consultant with the National Opinion Research Center, who worked closely with us to develop the survey instrument. Howard Bookin, of the State of New Jersey Department of Education, helped to select the sample population. Howard Spivak, of Teachers College, did the statistical analysis. Marc Glassman's kindness and expertise kept us on course and allowed us to complete the study. Thanks are also due to Klingenstein Fellows, Robert Blair, David Gilbert, Richard A. Hardej, Patricia Rosemary Peeler, Ann M. Teaff, and Peter Schmidt, who conducted many on-site interviews.

Several organizations also made substantive contributions and suggestions. We are indebted to the New Jersey Education Association, the New Jersey Association of Independent Schools, the National Association of Independent Schools, the New Jersey Principals and Supervisors Association, and various divisions of the State of New Jersey Department of Education. The manuscript was carefully typed by Corrine De Molli. We gratefully acknowledge her special contribution to this study.

Finally, we owe our appreciation to Scott McVay, Executive Director of the Geraldine R. Dodge Foundation, for his unfaltering enthusiasm and patience.

Preface

Why do young people decide to go into teaching, and why do a portion of those teachers decide to leave? Teachers in Public and Independent Schools attempts to address these questions for teachers of grades nine through twelve in the state of New Jersey. The survey was conducted by the Esther A. and Joseph Klingenstein Center for Independent School Education at Teachers College, Columbia University, and is an outgrowth of the Center's commitment to faculty development.

The study, which has been made possible through the generosity of the Geraldine R. Dodge Foundation, was designed to be relevant to both policy issues and to public and independent school practices concerning the attraction and retention of teachers. The results of the survey are based on personal on-site interviews with 243 public and independent school teachers in 60 schools in New Jersey. Every public and independent secondary school teacher under the age of 35 with less than 10 years of teaching experience had an equal chance of being drawn into the sample. All interviews were conducted from January to June 1985.

The reaction to the study from administrators and teachers in New Jersey deserves special note. Our researchers were admitted to 97 percent of the schools selected for the study. An outsider with special requests for space and teacher time is an intrusion in the frenetic pace of school life. Schools went out of their way to make necessary arrangements and to make interviewers feel comfortable. As we talked with respondents during the interviews and with teachers and administrators informally, we were also struck by the high level of professional interest. We are indebted to the teachers and administrators who participated in the study and who made the data collection such a positive experience. They inspired our work.

The Authors

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Data analysis was conducted by a team of independent school teachers who are on a one year leave from their respective schools to participate in the Klingenstein Fellows Program at Teachers College, Columbia University. The program is aimed at preparing outstanding teachers for greater leadership roles in education.

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CHAPTER 1 Introduction

The teaching profession is facing the twin problems of quantity and quality. The National Center for Education Statistics predicts that by 1988, only 70 to 80 percent of the total demand for new teachers will be satisfied by the supply of new teachers. This troublesome finding has been attributed to various characteristics of the teaching profession--low status, meager compensation, hard work, and a lack of autonomy in the classroom--and to demographic factors related to an aging teaching force and an increase in the number of young children about to enter the schools. The incipient trend has also been linked with the changed perceptions of a working life among women. With new career options open to women, it appears that many of those who might have become secondary school teachers are choosing other careers. The situation is distressing because, historically, teaching has been predominantly a female occupation and schools could thus count on a certain continuing reservoir of talent.¹

The emerging trend of a dwindling supply of teachers has been exacerbated by a decline in the talent and background of those entering our teaching force. Studies indicate that the caliber of those intending to teach is decidedly weaker than in previous years, and of those who do enter teaching, the most qualified are apt to leave. The evidence is clear that for many people, teaching

has simply lost its appeal. Linda Darling-Hammond has summed up the findings of recent studies on the factors that contribute to teacher dissatisfaction:

Teachers feel they lack support--physical support in terms of adequate facilities and materials; support services such as clerical help for typing, duplicating, and paperwork chores; and administrative support that would provide a school environment in which their work is valued and supported rather than obstructed by interruptions and proliferations of non-teaching tasks. They see the ability to teach hampered by large classes, non-teaching duties, and bureaucratic requirements that demand standardized practices that fail to meet the unstandardized needs of students.²

Above all else, what makes many teachers leave the classroom is the sense that their work is not important. Teaching fails to provide the sustained intrinsic rewards that attract teachers to the classroom in the first place. Teachers are often left to their own devices with little adult interaction and minimal attention to their needs for support and development. Teaching, therefore, lacks the satisfaction, stimulation, and standards associated with established professions.³

The widespread concern for the state of the teaching profession has corresponded with a surge of national interest in public school education. Since the turn of the 1980's, a virtual avalanche of reports has focused the attention of the American public and policy makers on the failures of schools to educate our youth. Beginning with The National Commission on Excellence, these reports have underscored that the quality of America's teachers has slipped in recent years. The Commission reported that "not enough of the academically able students are being attracted to teaching; that teacher preparation programs need substantial improvement; that the professional working life of teachers is on the whole unacceptable; and that a shortage of teachers exists in key fields." Although the recent estimates differ on what should be done to improve schools, they view teachers as central to school improvement. As TheodoreSizer, one of the most trenchant critics of American schooling, has observed, teachers are the "crucial element" in inspiring powerful learning in children. Improving the conditions of work and the respect for teachers is the corollary to improving our schools.⁴

Faced with a withering array of problems that constitute the teachers' work environment, legis-

lators have concentrated reform efforts on financial incentives and improving skills of the teaching force. The state level reforms have been aimed at addressing income inequities that have existed for the past several years. In view of the fact that in constant dollars, teachers in 1983 had lost approximately \$1,700 from their 1976 average salary, several states have enacted across-the-board salary increases for all teachers. For 1983 - 1984, 16 states reported teacher salary increases of 8 percent or more above the previous year. Most reforms in teacher pay programs are tied to performance. Career ladders, which typically allow teachers to earn more as a result of assuming additional or more demanding teaching positions, and merit pay, which calls for compensating teachers based on their performance, have received considerable attention. Since 1981, 17 states have stepped up their programs to recognize outstanding teachers by providing cash awards or mini grants to teachers or by encouraging schools to develop local recognition programs.⁵

Other innovative programs include offering forgivable loans to college students who say they will go into teaching, shared programs with industry that provide summer jobs at higher pay, and tailoring incentives to teacher shortages in specific subject areas.⁶

In general, it is too early to judge the implications of financial incentive programs. Teachers themselves downrate several of the incentives, and other tactics have failed to attract widespread attention. Teacher opinion surveys indicate that teachers generally oppose merit pay and differential rewards for teachers in specific subject areas, though there is overwhelming agreement that higher pay "comparable to other professions" would attract people to teaching. Efforts by several of the states to attract more young people to teaching by paying some of their college costs have met with only modest success.⁷

State efforts at reforming education by focusing on teachers have also included state mandates to test teacher competence. According to the American Association of Colleges for Teacher Education, by March, 1984, 30 states had such mandates, and 12 other states were planning such requirements. There is great variation in the content of teacher tests and when tests are administered to teachers. Tests may assess basic skills, professional and pedagogical knowledge, and academic knowledge of particular subject matter. Several states rely on national instruments, while others have developed their own ways of assessing competence. Administration of tests has ranged

from those applied to all employed teachers to those administered as a qualification for admission to a teacher education program or before certification.⁸

Alternative approaches to certification have also arisen in recent years as states contemplate ways to attract high caliber teachers. Several states, including New Jersey, California, and Florida, have procedures that are designed to attract liberal arts graduates, and they have chosen to bypass traditional routes to certification of teachers.⁹

The state of New Jersey has been in the vanguard of instituting educational reform that focuses on teacher recruitment and teacher development. The legislature has enacted measures creating a master teacher pilot program, summer institutes for science and mathematics teachers, and an academy for the advancement of teaching and school management. These programs are highly controversial because the state is choosing to educate educators, a role that has, up until this time, been the province of institutions of higher education. The state has also mandated that seniority regulations be rewritten to limit a teacher's academic duties to the subject in which he or she was trained or has already taught, and it has budgeted funds for a re-certification program for science and math teachers. Higher admission standards for teacher training programs were established as a step toward greater professionalism. Having fought long and hard for this legislation, along with a substantial increase in the salary for starting teachers, Governor Thomas H. Kean has claimed that he deserves to be regarded as the "Education Governor."¹⁰

The policy assumption appears to be that such a focus is an accurate assessment of where best to target resources and that the effort is politically possible. The power of the latter notwithstanding, the identification of teachers as a key group to be variously supported, stimulated, cajoled, and overseen begs questions about the probable outcomes of New Jersey's investment in educational improvement. It may very well be that such interventions will be necessary to make schools effective. It is, however, equally plausible that remnants of the existing system and countervailing organized interest, which affected previous attempts at change, may be sticking points once again and that an understanding of the teachers' culture may be critical to incisive policymaking.¹¹

The New Jersey reforms thus provoke examination of several essential questions implicit in the initiatives: Why do people choose teaching as a

career? What factors are important in a teacher's professional life? Why do people choose to stay in teaching? What interplay might there be in the professional concerns of public and independent school teachers? To what extent do the New Jersey reforms reflect prevailing attitudes among teachers? With its bold proposals for training educators and historic departure from the traditional methods of certification, the state of New Jersey makes it a fascinating subject for study.

Financial incentives and teacher certification reflect an earnest effort on the part of legislators and professional associations to do their part in alleviating the current crisis in teaching, and they may prove helpful in attracting and retaining more teachers. But external matters affecting teachers are only part of the complex solution to improving teaching and improving our schools. The heart of the problem may be in the work setting of teachers, largely inaccessible to policymakers, and in the hands of educators themselves. As Ernest Boyer has argued:

To talk about recruiting better into teaching without first examining the current circumstances that discourage teachers is simply a diversion. The push for excellence in education must begin by confronting those conditions that drive good teachers from the classroom in the first place.¹²

Our knowledge of the teachers' work setting is limited, even though there seems to be agreement on its importance. Findings of the Metropolitan Life Survey, The American Teacher, 1985, conducted with 1,846 teachers, illustrate this problem. Teachers overwhelmingly agreed that their teaching environment is not satisfactory. Yet when teachers were asked to rank the adequacy of specific aspects of the work environment, materials and support services, most of them rated these services as acceptable. The disparity in findings may indicate that teachers do not agree that materials and services alone sufficiently characterize the work environment, and it certainly affirms the difficulty in pinpointing the nature of factors that constitute the work environment.¹³

One of the biggest problems we face when we talk about schools is the lack of alternative models. According to Seymour Sarason, who has written about the problems inherent in the creation of any new setting, individuals are constrained by their own histories and experience. Because we are not aware of the universe of alternatives, more often than not, we reproduce what we have had before.

Sarason claims that the absence of considerations of alternatives can be summed up with a well known aphorism, "The more things change the more they remain the same."

Sarason poses a compelling question in the struggle to imagine new ways of creating a school when he asks, "Would I think the same about the new school if I had gone to private instead of public schools?"¹⁴

In recent years, private schools have attracted the attention of researchers, policymakers, and the general public. The publication of James Coleman's 1981 study of public and private schools provided evidence that students in both independent and Catholic schools achieved at a higher level than students in public schools, even when income and family factors were taken into account. These studies, which focus on students' academic achievement, have increased interest in private schools and enlivened the debate over federal subsidies for private education through tuition tax credits and voucher plans, but they also raise questions about the broader implications of private schools' approach to teaching.¹⁵

Another recent report on American high schools, co-sponsored by the National Association of Secondary School Principals and the National Association of Independent Schools, investigated a small number of public and private schools and concluded that private schools provide better learning environments for students. Arthur G. Powell, Eleanor Farrar, and David K. Cohen isolated three factors characteristic of private schools that are pivotal to their success--purpose, push, and personalization. The authors describe private schools as communities with a unified purpose, high expectations, and genuine concern for students who would otherwise be lost or "unspecial" in public schools. Nevertheless, we learn very little from the report about distinctions between public and private school teachers and the internal cultures shaping their efforts. Before we can agree on specific aspects of the private school system responsible for school success, we need more comprehensive data on attributes of the systems and of teachers. Perhaps the greatest utility of the study is the way it provides an impetus for further investigation of private schools.¹⁶

Within the private school sector, the independent schools provide the most suggestive approaches for examining alternatives in schooling. In American NonPublic Schools: Patterns of Diversity, Otto F. Kraushaar notes that the denominational bond and the church organization exert a standardizing influence on parochial schools, which leads

to a certain sameness in the schools of a given denomination. Kraushaar found that the church-affiliated schools were inclined to accept, rather unquestionably, the curricula and teaching methods of the public schools in secular subjects, a way to assure themselves that the students are receiving the equivalent of a public school education.¹⁷

By contrast, the autonomous organization of the independent schools allows them to be "free, in theory at least, to be as imaginative and experimental, or as traditional, or as eccentric as they please." Kraushaar cautions that, in reality, independent schools are conditioned by what is salable in the educational market. The market invites many different independent school models because families differ in their concept of what kind of school is best for their children.¹⁸

Prominent leaders in education have challenged private schools to serve a public purpose. In What Schools are For, John Goodlad assigns a mission to private schools. He says, "There is a role for private schools. It is largely one of setting an educational pace, breaking new ground and providing exemplary models for public schools to follow."¹⁹

Teachers in Public and Independent Schools takes one small step in meeting the challenge. Its purpose is to enrich the current debate about school improvement by providing comparative data on teachers in public and independent schools in the belief that a concomitant of determining "what schools are for" is grappling with what teachers are about.

The Nature of Public and Independent Schools

In keeping with the historical pattern of the older eastern United States, the first schools in New Jersey were private entities. It was not until 1871, that the political leadership of New Jersey agreed to the Free School Law, guaranteeing a school session of at least 9 months in every district. A two-mill state tax was levied and distributed to local and school units making New Jersey the last state in the union to abolish tuition payments.¹

Public and private schools continue to coexist in the New Jersey scheme of education. Currently, 85 percent of all elementary and secondary school children attend one of the 2,255 public schools in the state, and 15 percent attend one of the 699 private schools. Drawing on the vision of Horace Mann, public schools exist to serve the whole population, regardless of religious background or group loyalties. Although scholars have argued that public schools reflect the values of the Protestant majority, public schools aim to provide access to secular education which encompasses varied academic emphases and deals with an extraordinary range of student needs.²

Authority over American public schools rests with state governments. The state sets up local districts which are controlled by elected or appointed boards of education who set general

policies. Most districts have superintendents to carry out the board's policies and principals to oversee the day-to-day operation of the school. Principals also have responsibility for hiring teachers. Property taxes and state aid pay over 90 percent of the cost of public schooling.³

Private schools provide an alternative to parents who want to bring up their children in the tenets of a particular faith or culture, or who seek a more academically oriented or more personalized education. The term "private schools" lumps together two very different types of schools, "parochial" or church-affiliated schools, and non-affiliated schools that prefer to have their institutions referred to as "independent" schools. The largest segment (80%) of the private school community is church-affiliated, over half of which are Catholic. In New Jersey, the majority of students attending private schools are enrolled in the parochial variety. The church-supported schools represent various religious orientations, but there is certainly no group more heterogeneous in terms of their style or philosophy than the independent schools. As autonomous institutions, independent schools represent a breadth of school types ranging from highly traditional to progressive institutions, and although they are free to define themselves, they must respond to the demands of their constituencies to stay in business.⁴

One of the advantages that independent schools enjoy is the psychological benefit of voluntarism. Schools have a special relationship with parents, who have spent money to enroll their child, and who thus can be expected to be more involved with the school's demands. Private schools also interact differently with their students, who come to know the school is not required to keep them.

CHARACTERISTICS OF INDEPENDENT SCHOOLS

RESIDENTIAL AND DAY SCHOOLS

Among independent schools, one of the major distinctions is that between day and residential, or boarding schools. Boarding schools provide a total 24 hour community and they provide environments with an intensity and an all encompassing quality that may have both beneficial and harmful effects. For teachers and students, life in boarding schools is relatively prescribed. Students live in dormitories under the care and supervision of the faculty; they eat meals together. Since classes are often held on Saturdays and students come from different regions of the country, students rarely return home except for school holidays.

Most boarding schools also admit a small percentage of day students. These students often stay at school until evening hours, since activities are planned to serve the residential population.

The role of the teacher in a boarding school is more comprehensive and demanding than that of the day school teacher. Many teachers serve as housemasters and, in effect, become surrogate parents as well as instructors of academic subjects. The school replaces the family and assumes all the responsibilities inherent in that role.

In addition to the variations between day and residential communities, independent schools differ in other ways. They may be single sex or coeducational. They may serve students of high, average, or low aptitude. The well-known schools are highly academic institutions, which have as their goal the preparation of students for selective colleges, hence, the name "prep" schools. As self-governing organizations, independent schools also differ in educational philosophy.

ORGANIZATIONAL FEATURES

However varied in their objectives and approaches, there are basic features that distinguish independent schools from their public school counterparts. These distinctions include governance, finances, curriculum, student selection, and faculty selection. A pamphlet published by the National Association of Independent Schools outlines these characteristics:

GOVERNANCE

An independent school is incorporated as a nonprofit, tax-exempt corporation, and is governed by a board of trustees that selects its own members, determines the school's philosophy, selects the chief administrative officer, and bears ultimate responsibility for the school's resources, finances, and program. The chief administrator, who is responsible for the day-to-day operation of the school, may be called the president, principal, headmistress, headmaster, or simply head of school. The head's duties are somewhat comparable to those of a public school superintendent, in that he or she is responsible for all aspects of the educational community.

FINANCES

Tuition is the primary source of support for independent schools. Additional sources of

income are gifts from parents, graduates, foundations, and corporations. Independent schools receive no direct public funds but do often benefit from federal assistance through the public school system, such as school lunch and library programs.

CURRICULUM

Each independent school designs its own curriculum. The majority of those having a secondary division offer college preparatory programs. Independent schools may provide instruction in areas not appropriate for or permitted in public schools.

STUDENT SELECTION

Unlike its public school counterparts, an independent school may select its students--those who it believes will gain most from its educational program.

FACULTY

Each independent school develops its own criteria for selecting and evaluating teachers.⁵

This description of independent schools, supplied by the National Association of Independent Schools, may have been more accurate several years ago than it is today. In many states the freedom of independent schools is being threatened. Independent schools are being constrained by state regulations having to do with curriculum, teacher certification, and hiring practices. The schools have become more concerned about protecting their independence and more assertive about their interests. In recent years, independent schools have joined with parochial schools to insure protection and to lobby for their cause.⁶

ORGANIZATIONAL PATTERNS

Independent schools tend to have greater variations in organizational patterns than public schools, a result of both tradition and the small size of schools. Independent schools are more likely to combine both elementary and secondary grades in one school. Nationally, 19 percent of private schools offer both elementary and secondary grades in the same school as compared with less than 2 percent of public schools. Independent schools are also much smaller than their public

SOCIO-ECONOMIC STRATIFICATION

counterparts. Private schools report an average enrollment size of 206 students, which is less than half the size of public schools.⁷

Independent schools are sometimes accused of being bastions of the rich and the exclusive province of the white Anglo Saxon Protestant culture. Only the affluent can afford to pay the high tuition costs, which average around \$5,000 per year. Independent schools are also criticized for their racial, religious, and ethnic homogeneity. Perhaps in response to public sentiment or a desire to set up a more equitable school community, the schools have begun to respond to the problem of exclusivity. Independent schools argue that minority populations are represented better in many independent schools than they are in many public schools.⁸

Public schools do not always succeed in integrating various segments of the population because public school districts are usually organized around a geographic area with attendance at a particular district determined by residence. Geographic mobility by residence allows for relative racial and economic homogeneity with resulting stratification. To a large extent, the degree of segregation that exists between private and public schools also exists among the public schools, which are sorted according to residential areas. For example, at the prestigious Lawrenceville School, an independent boarding school in New Jersey, minority enrollment is 16 percent, which means that Lawrenceville has a higher proportion of minorities enrolled than the total of all districts represented in 43 percent of the counties in New Jersey. Lawrenceville, similar to other major independent schools, strives to attract a broad socio-economic and ethnic population, and the school contributes \$850,000 in financial aid to 23 percent of the student body.⁹

COMPENSATION

Independent school teachers are paid less, on average, than public school teachers. Public school teacher salary scales are also explicit: there is a published salary scale, and increments for graduate study and experience are specified. In most public schools, there is a tenure system for teachers, an option rarely available to independent school teachers or administrators. Independent school teachers may receive an annual con-

tract and salary based on a standard scale, much like the public school scale, or it may be adjusted for merit, sometimes referred to as "performance pay". In many independent schools, salary and benefits are based on the school's resources and policies, and salary decisions are a private affair between the school head and the board of trustees. Teachers may not be informed about the criteria for determining salary. However, faculty compensation committees, which allow independent school teachers to have a say in determining salary levels and in advising school heads on how increases should be distributed, are becoming increasingly popular.²⁰

Independent schools may provide additional benefits. Boarding school teachers who live in dormitories receive housing as a condition of employment, and often on-campus housing is available to other boarding school teachers and their families. In some schools, on-campus housing is also available to teachers at nominal cost. Since teachers are either required or encouraged to have meals with students in boarding schools, meals are provided to teachers and usually to their families. In boarding schools, bed and board may offset the modest salaries that teachers receive, and in day schools, teachers are often provided with lunch. In many day and boarding schools, tuition is waived for children of faculty members.

STAFFING PATTERNS

In public schools, when teachers obtain jobs as principals, assistant principals, or superintendents, they usually leave classroom teaching forever. Going up the school hierarchy means going out of the classroom. In the independent school, the lines between teaching and administration overlap. Administrators often maintain some direct involvement in the pedagogical aspects of school life and they often coach sports. School heads may teach one course a year, and principals almost always have teaching responsibility. Additionally, many classroom teachers are given administrative responsibility.

The public and independent schools differ among themselves, but in terms of organizational structure, the differences between public and independent schools are more salient. On the other hand, as institutions concerned with the instruction of adolescents, the schools in the study share many characteristics. The purpose of the study is not to advocate one type of school over another or to gauge superiority. Rather, the study seeks to understand whether there are alternative ways of

doing things and the effects of those differences. The authors of the study defend the dual system of public and private schools, and they agree with John Esty, president of the National Association of Independent Schools, that public education and private education must exist in a symbiotic relationship:

Wise leaders understand that what is important are values and practices, not ideology or form of governance, and that neither the public sector nor the private sector has exclusive claims to sound educational values or sound educational practices. They know they must borrow the best from each for the benefit of all children.¹¹

CHAPTER 3

Demographic Description of Data

A panoramic view of the 60 schools in this study would include as wide a range of settings and sizes as one might envision, from a tiny school housed in the basement of a church in Newark to a comprehensive high school in Passaic, with fifty times as many students enrolled. For teachers in New Jersey, going to work on any given morning may involve walking across manicured lawns to be greeted by blazer-clad youngsters, or it might entail competing for a parking space in an overcrowded lot and entering the school building accompanied by hundreds of youngsters clad in the latest adolescent garb. Teaching in one of the schools included in the sample may mean instructing 300 students in a physical education class, or it may mean working with no more than 40 students in laboratory science.

SCHOOLS REPRESENTED IN THE SAMPLE

The 243 secondary school teachers in this study are represented by 32 public schools, 21 independent day schools, and 7 independent boarding schools as listed in Appendix C. Appendix D provides a geographic distribution of the schools included in the study. A school was classified as "independent", as distinguished from public or

parochial, if it was self-governed and self-supporting through tuition, contributions, and endowment funds. Religiously oriented schools, included in the study, were considered independent if the school administration classified the school as independent, the faculty was composed predominantly of lay teachers, and the school was neither governed nor funded by a religious order.

Independent day, independent boarding schools, and public schools in the study varied in organization, size, ratio of students to teachers, the number of graduates going on to continue their education, tuition costs, and socio-economic level as summarized below.

ORGANIZATION

All of the public schools in the sample housed grades nine through twelve exclusively. Of the 28 independent schools in the sample, only 3 are standardly organized. One school, a boarding school for girls, enrolled only grades ten through twelve; 10 schools consisted of grades five, six, or seven through twelve; and 15 schools were composed of kindergarten through grade twelve.

ENROLLMENT

The schools in the sample had enrollments that ranged in size from 41 to 2,294 students. The average size for independent day schools was 277, for boarding schools the average was 355, and for public schools the average was 1,349.¹

TEACHER-STUDENT RATIO

The teacher-student ratio provides some indication of the personalization of the educational program. The teacher-student ratio was 1:9 in independent day schools, 1:7 in boarding schools, and 1:16 in public schools.²

GRADUATES

For the independent day schools included in the study, 96 percent of the students graduating in 1984 went on to college, and 97 percent of the boarding school graduates in 1984 went on to college. Data on public school graduates for schools included in the study was not available. On a statewide level, in 1984, approximately 64 percent of all public school graduates continued their education in some form.³

TUITION

One of the obvious differences between public and independent schools is that public schools do not charge students to attend. The average cost of attending twelfth grade in an independent school

was \$5,265 for day school students and \$9,733 for boarding school students. Tuition costs for day schools ranged from \$1,700 to \$7,650. For boarding schools, tuition ranged from \$8,775 to \$11,675.⁴

SOCIO-ECONOMIC LEVEL OF FAMILIES

On a national level, the average income of families sending their children to independent schools has been estimated as high as \$65,000. The income figure for families sending their children to independent schools in New Jersey is not available. Income level for families of public school students in New Jersey has been estimated at \$26,300.

The New Jersey State Department of Education has developed a system for classifying schools based on the socio-economic level of citizens living in the school district. The school districts are ranked into 10 equally sized groups. Sixty-five percent of the public schools in the sample were classified in the top half of the socio-economic scale, and 25 percent of the public schools were ranked in the top three categories of the scale.⁵

TEACHERS IN THE SAMPLE

In total, there were 130 teachers from public schools, 79 from day schools, and 34 from boarding schools. The sample population was well balanced for factors including gender, age, marital status, and working spouses.

GENDER

The gender distribution was similar for public and independent day schools; 49 percent of the public school respondents were female and 47 percent of the independent day school respondents were female. Boarding schools had a higher proportion of male respondents (62%), which reflects the significantly higher proportion of male teachers in boarding schools.

AGE

The average age of boarding school teachers in the sample was 33, slightly older than the average age of public and independent day school teachers, which was 30.

MARITAL STATUS

Approximately half of all respondents in the survey were married. Fifty-eight percent of the public school teachers were married, 49 percent of the independent day school teachers were married, and 50 percent of all boarding school teachers were

married.

EMPLOYMENT OF SPOUSE

Of those who were married, approximately half had spouses who worked outside the home, although employment of spouses was more prevalent among public school teachers (48%) and independent school teachers (47%), than it was among boarding school teachers (41%).

TEACHING EXPERIENCE AND SALARY

Over two-thirds of the independent day and boarding school teachers had less than 5 years of experience, as compared with 40 percent of the public school teachers. The majority of public school teachers had between 6 and 10 years of teaching experience.

For teachers with 4 years of experience the average salary for independent day schools was \$16,100, for boarding schools the average was \$14,500, and for public schools the average was \$18,300.

After 7 years the average salaries were \$17,800 for independent day schools, \$16,500 for boarding schools, and \$19,000 for public schools. Salary figures are particularly noteworthy in light of the 1985 state law mandating that for the academic years 1985-1986, all public school teachers, including those at the entry level with no previous teaching experience, would be paid a base salary of \$18,500. This beginning teacher salary was more than the average salary teachers in independent day and boarding schools were receiving after 7 years of teaching experience, and it was only \$500 less than the salary teachers in public schools were receiving after 7 years of teaching. According to the National Association of Independent Schools, the median starting salary for teachers in independent day and boarding schools in the 1985-1986 academic year was \$10,800 in secondary schools, and \$14,000 for teachers in schools with kindergarten through grade twelve, considerably lower than the salary teachers were receiving in public schools.⁶

EDUCATIONAL ACHIEVEMENT

All of the teachers surveyed held a bachelor of arts degree. State colleges trained almost half the public school teachers in the survey (58 out of 130). Montclair and Trenton State trained the largest number of teachers (21 and 18 respectively), and their graduates teach in public schools. For the most part, independent school teachers attended four-year institutions outside the state. Although most teachers in the New Jersey study possess only the bachelor of arts degree,

42 percent of the independent school teachers and 28 percent of all public school teachers held advanced degrees.

PROFESSIONAL PREPARATION

All of the public school teachers in the sample were certified to teach in New Jersey as compared with 38 percent of the teachers in independent day schools and 21 percent in independent boarding schools. Professional training requirements do vary for teaching in public and independent schools. Independent schools in New Jersey have no formal entry requirements, though a Master's degree does put a candidate in a more favorable position for securing a job. Eligibility for teaching in public schools has required that teachers get certified by completing an approved teacher preparation program. In recent months, New Jersey has also offered an alternate route to certification for people with no previous training in education. To be eligible, candidates must have a bachelor degree and an academic major in liberal arts, science, or technology. Those seeking the alternate route must receive a passing score on the National Teacher Examination in the area of specialization, participate in a 20-day initial teaching phase with a mentor, and complete a one-year internship and 200 hours of formal instruction provided through the New Jersey State Department of Education. The alternate route was instituted in September 1985.⁷

SCHOOL TYPE OF INITIAL TEACHING JOB

A third of the teachers currently in independent day and boarding schools began their careers in public schools. Only 4 percent taught in a parochial school before switching to an independent school. Fewer teachers in the public sector began their teaching careers in other school types. Seven percent first taught in an independent school and 8 percent were initially in parochial schools.

Entry into Teaching

HIGHLIGHTS

Independent school teachers attend undergraduate colleges with more competitive admission standards than public school teachers.

A majority of public school teachers pursue undergraduate degrees in education while most independent school teachers obtain degrees in academic disciplines.

The three most important reasons that teachers give for entering teaching are the influence of teachers they had, a desire to enrich young people's lives, and interest in knowledge and learning.

The average age when most people decide to become teachers is 17.

Entry into teaching remains largely a sink or swim enterprise for first year teachers.

OVERVIEW

Who will teach our children is a question that has absorbed educational researchers and policymakers as they ponder the dwindling supply of new teachers, high teacher turnover, and an aging teaching force with large numbers retiring within the next few years. The problem is exacerbated by an increase in the school age population which has intensified the demand for additional teachers.¹

To deal with the problem effectively, we need to know what it is that attracts people to teaching in the first place, how they are prepared for their jobs, and the kinds of support they receive during their initial teaching experience.

The most recent studies of independent school teachers, done a decade ago, conclude that teachers' decisions to enter independent schools reflect a predilection for academic autonomy, the desire to work in a close community and in an intellectually stimulating environment. The studies conclude that the main reasons teachers choose independent schools are academic rather than economic. Research on public school teachers' decisions to enter teaching focus on intrinsic factors. People choose public school teaching because they want to be of service to others, and because they like working with young people.²

The findings of the survey indicate that teachers in independent day, boarding, and public schools are motivated to enter teaching for similar reasons, notably the encouragement of or admiration for teachers, interest in knowledge and learning, and by a desire to work with young people. Boarding school teachers are more impelled to go into teaching for altruistic reasons than their public or day school counterparts. Public school teachers are more apt to have their career decision supported by parents, and they make that decision at the early age of 16. Independent school teachers decide to enter teaching by the age of 18, and boarding school teachers, who are least supported by their parents, make the decision at 21.

Having decided to enter teaching, many young people may be surprised to learn that the only assistance they get is a key to the classroom door and a roster of students' names. Only 1 out of 5 teachers participates in a special workshop for beginning teachers, and of those who do participate, the response is hardly enthusiastic.

ACADEMIC PREPARATION

The survey attempted to determine how teachers in New Jersey public and independent schools are prepared for their jobs by asking respondents where

they received their undergraduate training, the nature of the college major, the number of education courses taken prior to entering teaching, and the usefulness of those courses to them as teachers.

THE COMPETITIVENESS OF COLLEGES TEACHERS ATTEND*

The undergraduate colleges attended were classified using Barron's Profile of American Colleges, which ranks colleges into 1 of 6 categories: most competitive, highly competitive, very competitive, competitive, less competitive, and non-competitive (Q54). Rankings are based on median Scholastic Aptitude Test Scores and the high school class standing of freshmen.³

There are differences between the competitiveness of colleges that teachers in independent day and boarding schools attend and those that teachers in public schools attend. Independent school teachers attend undergraduate institutions with significantly more competitive admission standards than the institutions public school teachers attend. Average ranking of colleges for independent school teachers is "very competitive" to "highly competitive", while average scores for public school teachers rank in the "competitive" range.

Exhibit 4.1 shows that 55 percent of the independent day school teachers and 68 percent of the independent boarding school teachers attend schools in the top three categories as compared with 16 percent of the teachers in public schools. This does not mean that independent school teachers are necessarily better prepared to be teachers than public school teachers, or that they are better teachers. It does, however, point to a difference between the two groups of teachers in their undergraduate experience.

ACADEMIC MAJOR

Teachers were asked to specify the major they pursued as undergraduates (Q55). Responses were grouped into four categories: academic, education, arts, and other as shown in Exhibit 4.2. Public school teachers pursue majors in education and academic disciplines in almost equal numbers, 51 percent to 45 percent. Few independent school teachers major in education. Twenty-five percent of independent day school teachers and only 3 percent of independent boarding school teachers major in education.

*ALL DATA REPORTED IS SIGNIFICANT AT THE .05 LEVEL UNLESS OTHERWISE INDICATED.

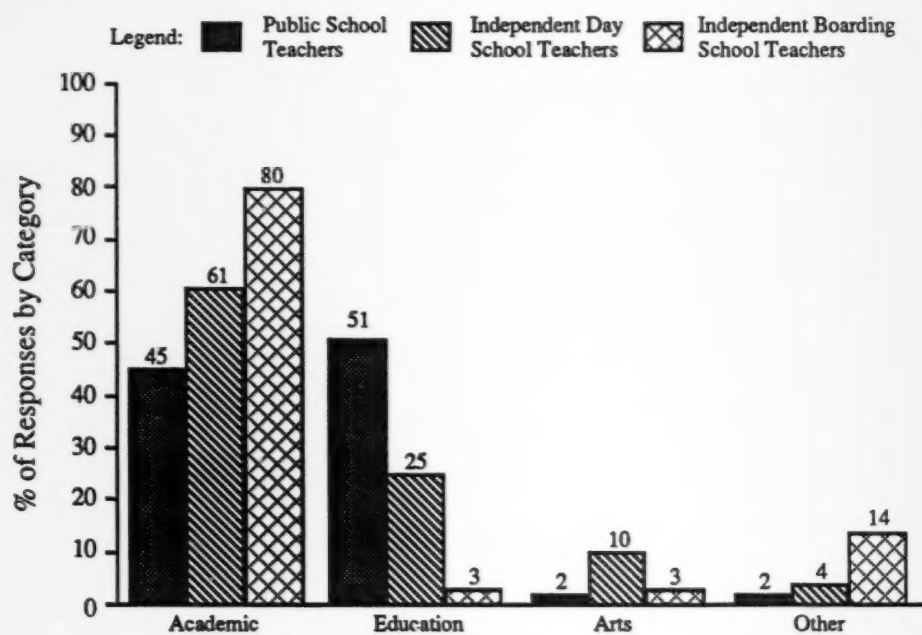
EXHIBIT 4.1: Competitiveness of Colleges Teachers Attend

	Median SAT	High School Class Standing	Public School Teachers	Independent Day School Teachers	Independent Boarding School Teachers
1. Most Competitive	625 - 800	10 - 20%	1%	25%	29%
2. Highly Competitive	575 - 625	20 - 35	9	17	27
3. Very Competitive	525 - 575	35 - 50	5	13	12
4. Competitive	450 - 525	50 - 65	69	35	32
5. Less Competitive	Below 425	Top 65	13	6	0
6. Non-Competitive (HS Diploma only required)			1	0	0

Note: Figures do not total 100% because 2% of the public school teachers and 4% of the independent school teachers attended colleges not listed in *Barron's Guide*.

Based on Q 54

EXHIBIT 4.2: Undergraduate Degree Major



Based on Q 55

GRADUATE DEGREE

Twenty-eight percent of the public school teachers hold master degrees, as compared with 72 percent of the independent day school teachers and 44 percent of the boarding school teachers (Q57). Independent school teachers are likely to pursue degrees in academic disciplines, while public school teachers are likely to seek degrees in education. Sixty-six percent of the independent day school teachers and 63 percent of the independent boarding school teachers have advanced degrees in academic areas, as compared with 19 percent of teachers in public schools. Twenty-eight percent of teachers in boarding schools have advanced degrees in education, as compared with 75 percent in public schools. (See Exhibit 4.3.)

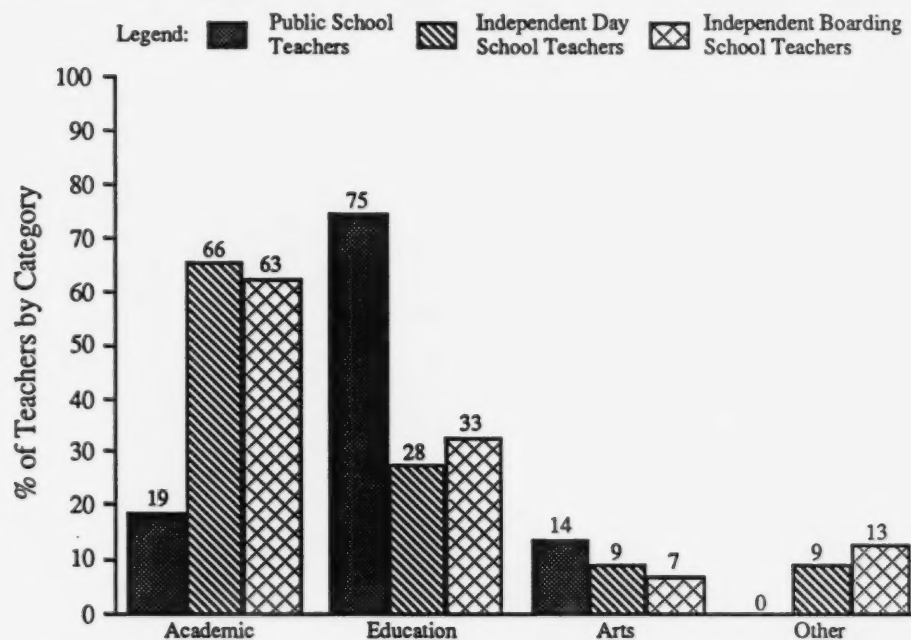
COURSES IN EDUCATION

Overall, independent school teachers report having little exposure to education courses (Q58). On average, independent school teachers take 2 to 3 courses in education prior to entering teaching, and 53 percent of the day school teachers and 57 percent of the boarding school teachers report never having taken an education course before beginning teaching. Public school teachers take an average of 9 courses in education prior to entering teaching, and 2 percent report never having taken a course in education before beginning teaching. Teachers in independent day and boarding schools, as well as teachers in public schools, are unenthusiastic about the usefulness of these courses. When asked how they would evaluate the courses on a standard A-F grading scale (Q59), all groups of teachers assign a grade of C.

CAREER CHOICE

When the teachers were asked what prompted them to enter teaching, the vast majority say that the influence of teachers, intellectual interests, basic personal values, and no small degree of sentiment are part of the calculus (Q31). It appears that teachers serving as role models and teacher encouragement are significant in motivating New Jersey teachers to enter teaching, since that is a key factor in choosing teaching among public school teachers (19%), second highest for day school teachers (16%), and fourth for boarding school teachers (10%), as shown in Exhibit 4.4. Among all groups, a desire to enrich young people's lives and interest in knowledge and learning are also principal factors in a decision to enter teaching. This outlook outweighs the more negative forces by a wide margin: less than 1 percent of teachers cite being an authority figure as a primary reason.

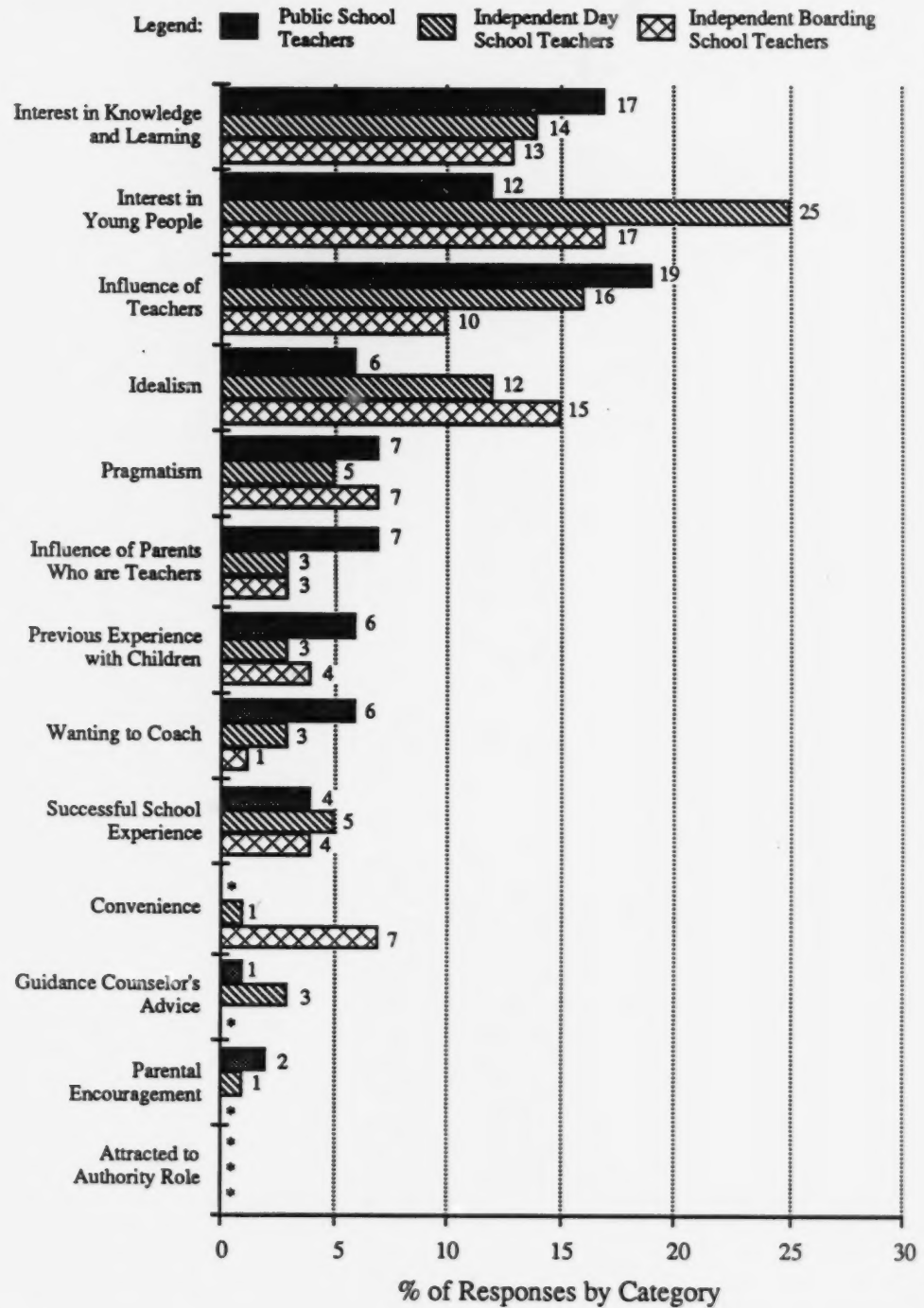
EXHIBIT 4.3: Graduate Degree Major



Note: Totals exceed 100% because 8 respondents held more than 1 advanced degree.

Based on Q 57

EXHIBIT 4.4: Factors that Prompted a Decision to Teach



* Less than .5 %

Note: Totals exceed 100% because respondents had more than one opportunity to reply.

Based on Q 31

There were only minor distinctions between groups in terms of motivations, but private day and boarding school teachers are twice as likely to note idealistic reasons as contributing to their decision to teach as are their public colleagues.

CHOOSING TO TEACH IN A PUBLIC OR PRIVATE SCHOOL

When teachers were asked why, in their initial teaching job, they sought a position in a private or public school (Q36), clear patterns of decision making emerged. Job variety appears to be the single most attractive feature for teaching in independent day (44%) and independent boarding schools (53%), while financial remuneration provides the major draw for public school teaching (59%). The salience of job variety in independent schools and remuneration in public schools is apparent since only 2 percent of the teachers who sought jobs in public schools cited job variety, and less than 5 percent of those who sought their first job in a public school cited financial incentives.

Background experience and familiarity also weigh in the decision to seek a teaching job, particularly among independent school teachers. Twenty-six percent of the independent day school teachers and 41 percent of the boarding school teachers were persuaded to seek jobs in the independent sector because of prior experience as students in independent schools. Background experience influenced only 18 percent of teachers who sought jobs in public schools. Independent school teachers were also motivated by the high caliber of students characteristic of many independent schools. Eighteen percent of the independent day school teachers and 21 percent of the independent boarding school teachers noted the attraction of students, as compared with only 2 percent of those who sought jobs in public schools.

School administrators may be surprised to learn that school philosophy is not cited as a determining factor in choosing employment, particularly among independent school teachers. Only 3 percent of independent day, 9 percent of independent boarding school teachers, and 13 percent of public school teachers say school philosophy influenced their job decision. Many teachers admitted that pragmatism drove their job search, citing teacher certification and job availability as important factors. Roughly 1 out of 4 people choosing independent schools say that they lacked the certification that would enable them to secure jobs in public school. The availability of a job was the influential factor for 46 percent of the public school teachers, 34 percent of the indepen-

dent day school teachers, and 17 percent of the boarding school teachers.

PARENTAL ATTITUDES

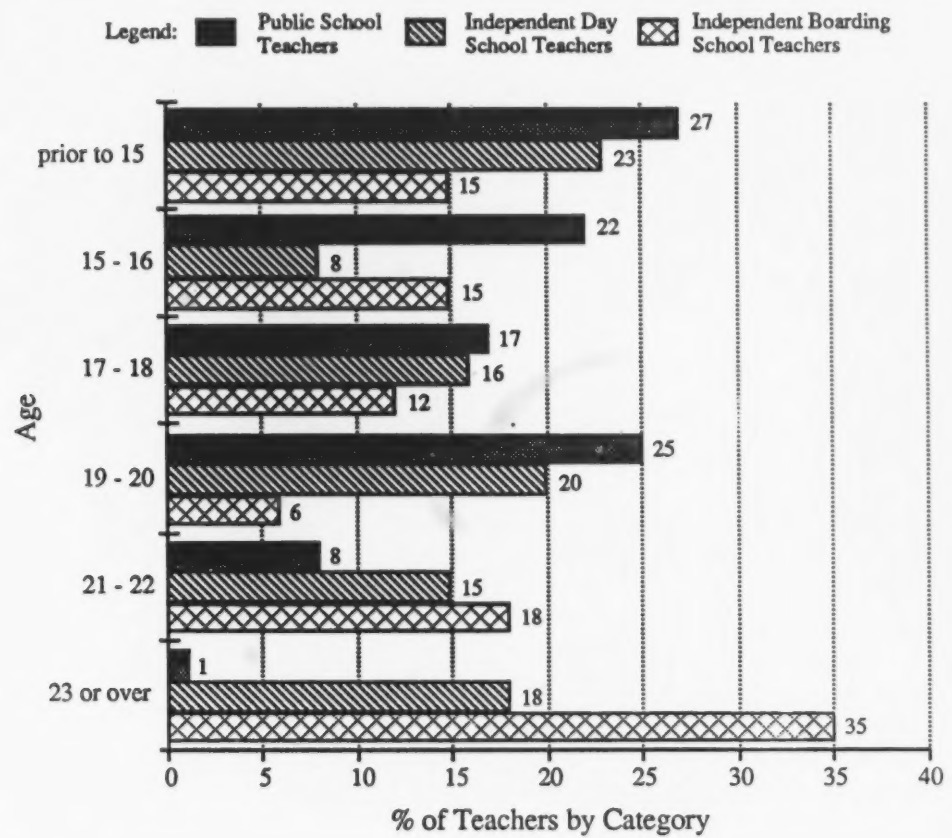
For better or worse, parents do matter in the decision of people to become teachers (Q33 and Q34). As compared with teachers in independent schools, people who enter public school teaching receive comparatively greater support from both parents. All groups are more strongly supported by mothers than by fathers. Mothers of public school teachers back their children much more strongly than do those whose children decide to teach in independent day schools. Public school fathers are significantly more supportive than are fathers of teachers who choose to work in independent day or boarding schools. It is worth noting that not a single male in Teachers in Public and Independent Schools stated that he was encouraged to go into teaching by his parents, if neither of his parents were educators; among males whose family included a teacher, moreover, only 3 percent were encouraged to enter teaching.

AGE WHEN FIRST CONSIDERED TEACHING

Although we may be left brooding about the attitudes of people who ignored the chance to teach, the New Jersey data does turn up the news that people probably decided to enter teaching relatively early in life (Q29). When participants in Teachers in Public and Independent Schools were asked when they first considered going into teaching, one-fourth of all teachers in public and independent schools reply "prior to age 15," as indicated in Exhibit 4.5. A third of all groups pondered the option between ages 15 and 18. Forty-six percent of the teachers in New Jersey reported that they made up their minds to become teachers by the time they finished high school, and fully 64 percent made that decision by the end of their second year in college (Q 30).

Among teachers who teach in public schools, the average age at which they made the decision to enter teaching was 16, while independent day school teachers decided by age 18. Boarding school teachers, by contrast, made up their minds relatively later, the average age being 21.

EXHIBIT 4.5: Age When First Considered Going into Teaching



Based on Q 29

OTHER CAREER OPTIONS CONSIDERED

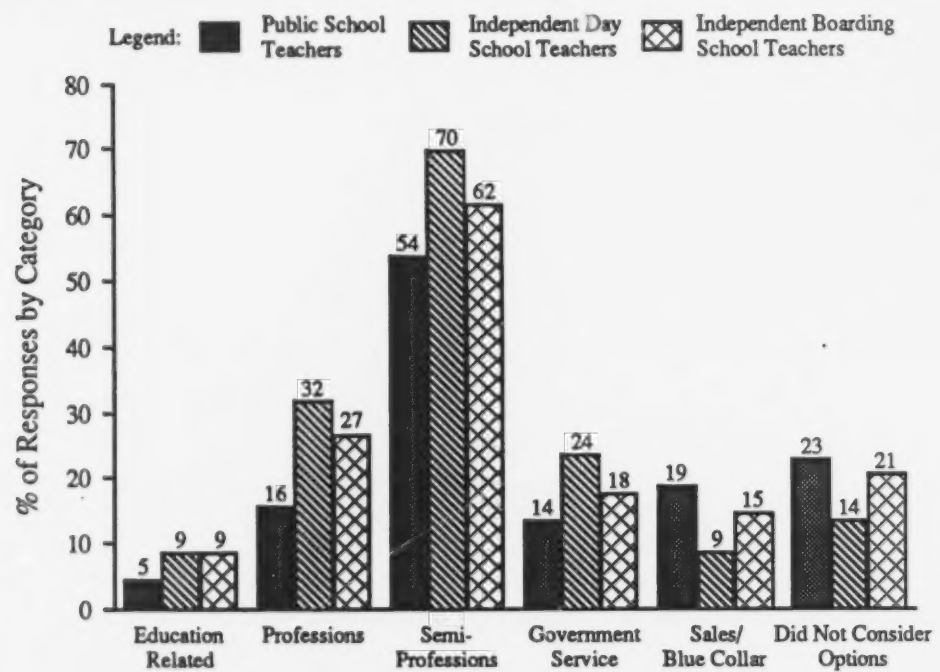
Roughly 1 out of 5 New Jersey teachers were certain that they wanted to enter the classroom and had no serious contending career options, but teachers were also ambitious in considering more remunerative, socially-mobile careers, as indicated in Exhibit 4.6 (Q32). Nevertheless, if teaching is widely regarded as an upwardly-mobile profession, the Survey findings suggest that this attitude is more common among public school teachers than private school teachers. While a majority of all groups seriously considered entering one of the traditional professions or the semi-professions, a career requiring advanced education and training, 14 percent more independent school teachers than their public school counterparts looked elsewhere and, as they would see it, upward. Public school teachers were notably attracted by lower-reach options, including blue-collar occupations, manual labor positions, and secretarial work. Public school teachers were also the most emphatic on the point of not considering options to teaching; independent day school teachers, on the other hand, were the least enthusiastic on this score.⁴

THE FIRST YEAR OF TEACHING

Many educators feel that the induction experience--what the beginning teacher experiences during the first year of teaching--shapes the career of the individual teacher. Teachers were asked about the formal and informal assistance they received, and whether or not they were evaluated during their first year of teaching (Q38). It is worth mentioning that only 19 percent of all teachers interviewed participated in a program for beginning teachers at their schools (Q39). This included 13 percent of the day school teachers, 24 percent of the boarding school teachers, and 21 percent of the public school teachers surveyed. The differences between groups are not statistically significant.

As indicated in Exhibit 4.7, over two-thirds of the teachers reported receiving some help from people at their school with disciplining students and with teaching techniques: 65 percent of the day school teachers, 74 percent of the boarding school teachers, and 74 percent of the public school teachers. Over half of all teachers reported receiving some help with teaching techniques, with public school teachers receiving significantly more help (69%) than their colleagues in independent day schools (54%), and boarding schools (50%). Over half of all teachers also received assistance in understanding adolescent behavior and with course content.

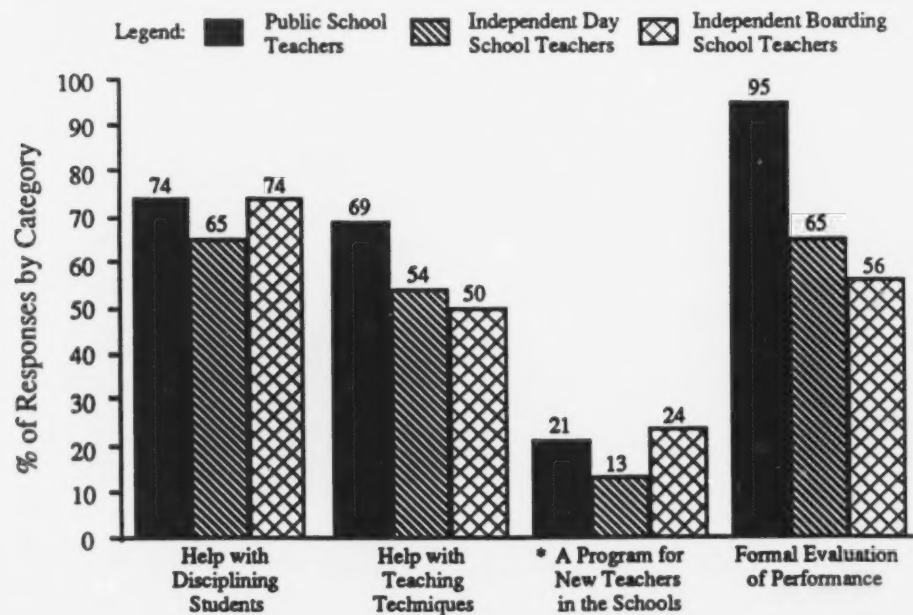
EXHIBIT 4.6: Other Career Options Considered



Note: Totals exceed 100% because respondents had more than one opportunity to reply.

Based on Q 32

EXHIBIT 4.7: Support Services for First Year Teachers



*Differences between groups in this category are not significant at the 0.5 level

Based on Q 38, 39

The purpose of a formal evaluation is twofold: to give teachers feedback on their performance in the hope that they will strive to improve upon weaknesses, and to assess whether the quality of the teaching merits a renewal of the contract for the following year. Ninety-five percent of teachers in public schools received formal evaluations during their first year of teaching, as compared with 65 percent in independent day schools and only 56 percent in boarding schools.

In analyzing the entry experience for beginning teachers, there are several points that need to be emphasized. Most teachers receive help that is casual and intermittent, largely bits and pieces of conversations made in the hallway, between classes, or perhaps over lunch. Also, in examining the results of the survey, it is illuminating to look at deficits: roughly one-third of all teachers received no assistance with disciplining students, teaching techniques, understanding adolescent behavior, or with the content of the courses they were teaching. Furthermore, 81 percent of all teachers did not have a particular program for helping beginning teachers with their jobs. Finally, it is important to note that 1 out of 3 independent school teachers were not given a formal evaluation of their work during the first year on the job.

COMMENT

The undergraduate education major has recently drawn strong criticism from the Holmes Group, which is composed of educational leaders representing the schools of education at major research universities. The Holmes Group has advocated abolishing the undergraduate major, stating that it has "too often become a substitute for learning any academic subject deeply enough to teach it well." Teachers themselves have questioned the usefulness of courses in education at the undergraduate level.⁵

The kind of teacher education provided by majoring in an academic discipline during the undergraduate years is quite different than that acquired in a department of education. Training in an academic discipline emphasizes the acquisition of knowledge and the role of scholarship. Teacher education is not an explicit purpose of such training, though it does, in fact, serve as the only training for many teachers in public schools, and for most teachers in independent schools.

An education major, on the other hand, often receives training in the pedagogical aspects of teaching, such as classroom management and teaching

methodology, although there appears to be little consistency in what constitutes a major in education among colleges. Undergraduate courses in education do leave less time for acquiring knowledge in a specific academic discipline, though secondary school teachers are expected to possess a degree of expertise in their teaching fields. If the Holmes Group succeeds in its quest for eliminating the undergraduate degree in education, it will change the undergraduate experience for most public school teachers and take the responsibility for professional training outside of departments of education in undergraduate institutions. For people in New Jersey who elect to enter teaching through the alternative route to certification, the New Jersey State Department of Education has taken the initiative in providing professional training (see p. 19). It is too early to judge the success of the alternate route or to predict its popularity.

Business corporations, law firms, and medical institutions have recognized that even recent graduates benefit from site-based training that provides support as well as an introduction to the culture of the particular setting. Only 1 out of 5 teachers in the study participated in a program for beginning teachers at their school, and these teachers considered the programs moderately useful. Policymakers will need to be resourceful in finding ways to insure that teachers who enter the profession through either traditional or alternate routes receive the training they need and the support they deserve.

Teachers in Public and Independent Schools should be instructive to those who are seeking to market the notion of being a teacher. We can no longer assume that parents will provide the same kind of impetus for teaching that they have in past years, but teachers themselves can take an active role in encouraging some of their best and brightest to consider a teaching career. The teaching profession may have to take the lead in promoting those attributes of teaching that have served to attract young people in the past--the idealistic appeal of enriching young people's lives, and the opportunity that teaching provides for continued learning.

The current emphasis on offering incentives for college students to become teachers is only part of the solution in that it overlooks the indications that most people decide that teaching makes sense when they are much younger. Programs should, therefore, be targeted on the early high school years as well as at the college level in convincing young people that there are compelling reasons to teach.

CHAPTER 5 **The Worklife of Teachers**

HIGHLIGHTS

Teachers in all schools spend a minimum of 9 hours a day on their jobs.

The type of school in which a teachers works is directly related to the number of hours he or she spends on the job.

At least half of a teacher's day is spent outside of the classroom, preparing lessons, helping individual students, and supervising extracurricular activities.

Freedom from state and local regulations gives teachers in New Jersey's independent schools more autonomy than their colleagues in public schools.

Teachers in public schools teach a total of one-third more students than independent day schools and twice as many students as boarding school teachers.

OVERVIEW

Teaching has been publicly denounced by being called a part-time occupation. If the public equates teaching solely with classroom instruction, the assessment is correct. However, classroom instruction represents less than half of what a teacher does over the course of the day. The study took a close look at the daily life of teachers--the time spent in and outside of the classroom working with individual students, on the athletic fields, preparing for classes, and the responsibilities and requirements that shape the teacher's day.

The results of the survey indicate that teachers in independent and public schools spend more time assisting, advising, coaching, and monitoring students and preparing for instruction than they actually do as classroom teachers. The number of hours a teacher spends on various aspects of the job depends upon the type of school in which a teacher works. There are significant differences in the amount of time teachers in independent day, independent boarding, and public schools spend on classroom instruction, in helping students outside of class, planning and correcting papers, and on extracurricular activities. Weekly classroom teaching time for public school teachers exceeds independent day school teachers by one hour, and it exceeds classroom teaching time in boarding schools by two hours, but independent day and boarding school teachers devote five hours more per week to helping individual students and planning for the classroom, even though independent day and boarding school teachers have significantly fewer students. Public school teachers also spend less time than independent school teachers on extracurricular activities. Boarding school teachers spend the most (more than twice as much) time as public school teachers, and almost twice as much time as independent school teachers spend on extracurricular activities.

Findings also indicate that independent school teachers are more engaged in student advisement than public school teachers, and that more teachers in independent schools coach athletics, advise clubs, and work on student publications and drama productions. Public school teachers, as employees of the state, are obliged to implement state and local regulations. Independent school teachers in New Jersey need respond only to the administrative requirements within the individual school. The findings indicate that requirements are imposed upon teachers in the three types of schools studied, but they are more pervasive in public

schools.

HOW TEACHERS SPEND THEIR TIME

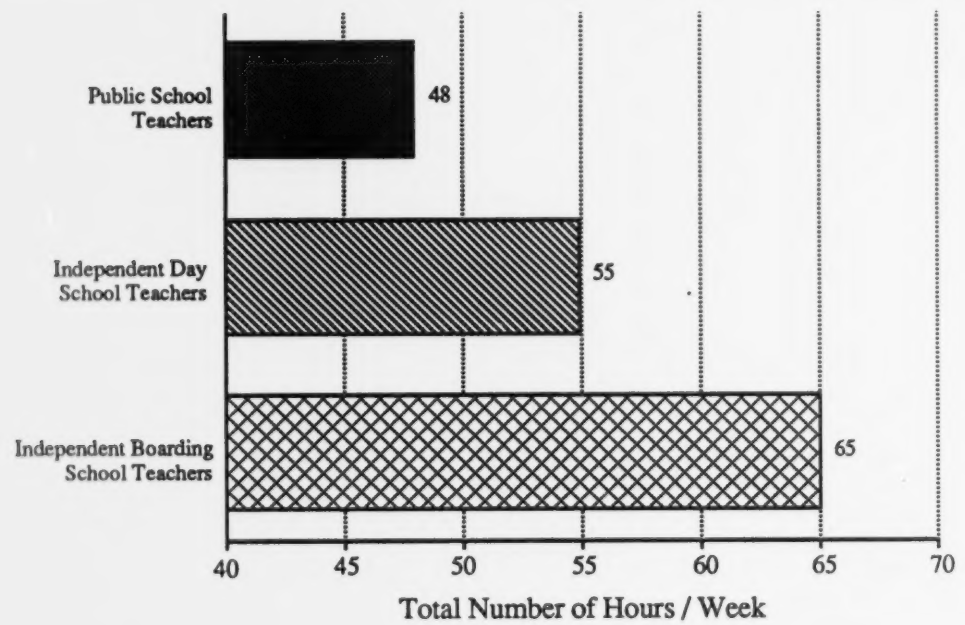
THE WORK WEEK

Teachers in independent day, boarding, and public schools report spending a minimum of 48 hours on the job each week (Q22), as indicated in Exhibit 5.1. There are significant differences between the working hours of independent school teachers in both day and boarding schools, and public school teachers. There are also significant differences among independent day and boarding school teachers. The work week is longer as we move from the public to the independent sector, with boarding school teachers working the longest hours. On average, boarding school teachers report spending 65 hours a week on the job, as compared with independent day school teachers who report a 55 hour work week, and public school teachers who report a 48 hour work week.

CLASSROOM INSTRUCTIONAL TIME

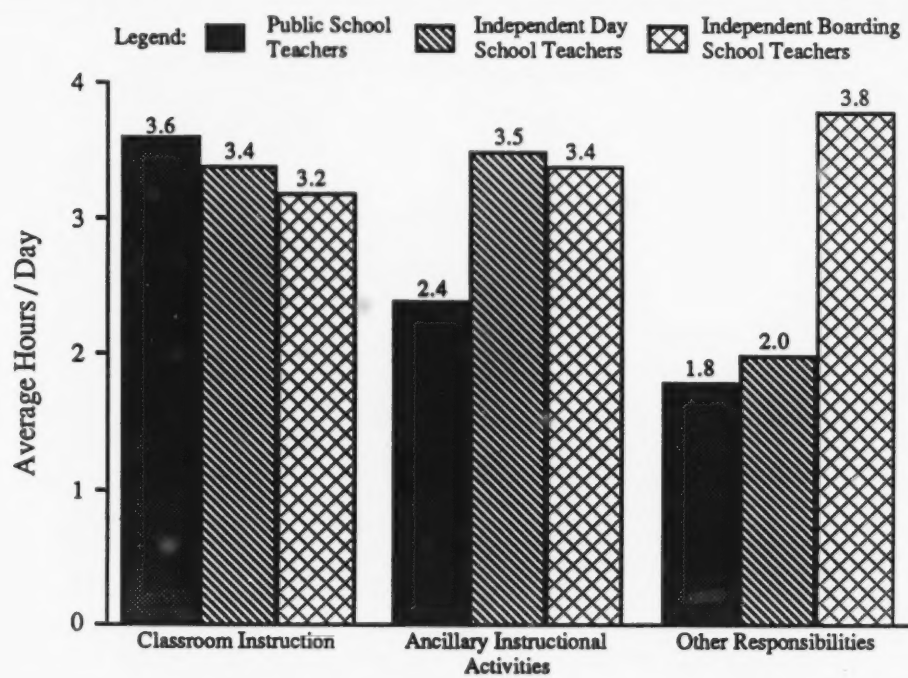
There are significant differences in the number of weekly class periods for teachers in boarding schools, and teachers in independent day and public schools (Q12). There are also significant differences in the total number of instructional periods among independent day and boarding schools. On average, teachers in boarding schools teach 21 instructional periods a week, as compared with 24 independent schools, and 25 in public schools. The instructional time for each of the three schools is somewhat equalized by longer class periods for boarding schools (Q13). Boarding schools average 46 minutes per class period, as compared with 43 minutes for independent day and public schools. As indicated in Exhibit 5.2, total instructional time for independent day schools is 17 hours or 3.4 hours per day, for boarding schools it is 16 hours or 3.2 hours per day, and for public schools it is 18 hours or 3.6 hours per day.

EXHIBIT 5.1: Duration of Work Week



Based on Q 22

EXHIBIT 5.2: Time Spent on Specific Aspects of the Teaching Job



Based on Q 12, 16, 18

ANCILLARY INSTRUCTIONAL ACTIVITIES

Classroom instruction is only one aspect of the teaching role. On a daily basis, teachers spend a great deal of time planning lessons, correcting papers, and providing individual instruction to students (Q16). There are significant differences between the amount of time teachers in independent schools and teachers in public schools spend on these activities and significant differences in the amount of time that teachers spend at home on classroom related duties. Like their students, the teacher's day does not end when teachers leave the school building (Q17). There are papers to be graded and lessons to be prepared for subsequent days. All groups of teachers spend time at home doing job related tasks, but there are significant differences between time spent at home by boarding school teachers and public school teachers. Boarding school teachers spend 1.9 hours doing "homework" as compared with independent day school teachers, who spend 1.5 hours, and public school teachers, who spend 1.2 hours a day at home on preparation. The total amount of time spent on classroom related duties in school and at home is 3.5 hours for independent day school teachers and 3.4 hours for boarding school teachers. Public school teachers spend 2.4 hours on classroom related duties, one hour less than their colleagues in independent schools. Independent school teachers spend as much time planning lessons, correcting papers, and assisting students as they do on instructing students in the classroom as indicated in Exhibit 5.2.

OTHER TEACHING RESPONSIBILITIES

Teaching is a manifold responsibility. In addition to the academic aspects of the job, teachers in all types of schools are involved in extracurricular activities (Q20). Teachers in the survey reported having responsibilities that encompassed the following:

- athletic coaching
- advising clubs
- student publications
- faculty committees
- drama productions
- homeroom
- individual student advising
- grade level advising
- chaperoning social events
- monitoring study halls and computer rooms
- monitoring bus loading and lunchrooms

Teachers also hold various part-time administrative jobs, including department head, admissions assistant, testing coordinator, and fundraiser. Teachers in boarding schools spend approximately twice as much time on extracurricular duties as do teachers in independent day and public schools. The average daily time commitment for other responsibilities for teachers in boarding schools is 3.8 hours, as compared with 2.0 hours for independent day school teachers, and 1.8 hours for public school teachers, as noted in Exhibit 5.2.

ATHLETIC COACHING

The number of teachers sampled who are involved in athletic coaching is substantial, though the differences between groups is not significant (Q18A). Over 40 percent of all teachers coach athletic teams. The number is highest for boarding school teachers. Fifty-nine percent of the boarding school teachers coach athletics, as compared with 49 percent in independent day schools, and 44 percent in public schools.

ADVISING CLUBS

There are significant differences among groups for teachers who serve as advisors to clubs (18B). Fifty-two percent of the independent day school teachers, as compared with 44 percent of the boarding school teachers, and 32 percent of the public school teachers, advise clubs.

The greater involvement of independent school teachers in athletic coaching and club advisement is evident in other aspects of school life. Independent day (20%) and boarding school teachers (21%) are more apt to advise student publications, than public school teachers (6%) (Q18C).

DRAMA PRODUCTIONS

Although not statistically significant, the survey also indicated that, of the teachers surveyed, boarding school teachers (24%) and independent day school teachers (17%) are more likely to advise drama productions than public school teachers (11%) (Q18E).

HOMEROOM

The use of teachers as homeroom advisors is more prevalent in public (69%) and independent day schools (54%), than in boarding schools (12%). Homeroom is typically a short period that allows teachers to take attendance and announce various school activities; hence, it is not needed in boarding schools where students live on campus (Q18F).

ADVISEMENT

Differences in the number of teachers who serve as assigned advisors for individual students is highly significant between all groups (Q18G,H). An overwhelming majority of boarding school teachers serve as student advisors, 88 percent as compared with 49 percent of independent day school teachers, and only 14 percent of public school teachers. The disparity among various sectors in the number of teachers who do individual advisement reflects differences in school philosophy and organization among the school types represented. Teachers in boarding schools serving in loco parentis might be expected to include advisement as part of their responsibilities. Additionally, public schools often employ counselors, teachers with specialized training, whose primary task is student advisement. In independent schools, the counselor is a rarity; advising is often seen as part of the regular teaching job. Advising in secondary schools is sometimes done by grade level. More independent day school teachers are grade level advisors (35%), than teachers in boarding schools (18%), or in public schools (13%). The high number of teachers who do grade level advising in independent day schools may explain why more teachers in day schools are not involved in individual student advising.

CHAPERONING

Young teachers are likely candidates for chaperoning dances and school trips (Q18I). This was documented by the results of the Survey. Eighty-one percent of the independent day school teachers, 62 percent of the boarding school teachers, and 80 percent of the public school teachers chaperone events at some point during the school year. The percent of boarding school teachers who chaperone events may be misrepresented since many boarding school teachers have dormitory duty in the evenings on a regular basis.

MONITORING DUTIES

Although not significant between groups, a substantial number of teachers in all schools are involved in monitoring students in the lunchroom and during bus loading (Q18K). These chores are often rotated among teachers, but they are rarely welcomed because they require teachers to serve as disciplinarians. Sixty-six percent of the independent day school teachers, 53 percent of the boarding school teachers, and 59 percent of the public school teachers reported that they monitor students in the lunchroom or during bus loading.

Teachers are also asked to monitor study halls and computer rooms (Q18J). Sixty-four percent of the teachers in independent day schools, 56 percent of the boarding school teachers, and 44 percent of the public school teachers monitor study halls and computer rooms in their schools.

FACULTY COMMITTEES

Membership on faculty committees appears to be characteristic of teachers in 66 percent of independent schools, 53 percent of boarding schools, and 47 percent of public schools (Q18D). Many faculty committees are formed on an ad hoc basis to meet particular needs, or they may be longstanding committees that meet only periodically throughout the year.

DEPARTMENT HEADS

Department heads are often selected on the basis of seniority so it is not surprising that few teachers in the survey occupy the department head positions (Q18L). Notable differences do exist between groups. Nineteen percent of independent day school teachers are department heads, as compared with 15 percent in boarding schools and only 4 percent in public schools. The relatively small size of independent schools may work in favor of younger teachers who are given leadership positions that might not be available to them in larger school settings.

STUDENT LOAD FOR TEACHERS OF ACADEMIC SUBJECTS

The total number of students a teacher instructs gives some indication of the amount of personal attention available to individual students both in and outside of the classroom, as well as the time available to grade students' assignments and examinations (Q14). There are significant differences in student load for teachers in independent day schools, boarding schools, and public schools. There are also significant differences in student load among teachers in independent day and independent boarding schools. The average student load is 69 for day school teachers, 50 for boarding school teachers, and 103 for public school teachers. These figures are valid for teachers with full-time teaching responsibility in the academic disciplines. Teachers who hold part-time administrative jobs, or those who teach special education, music, physical education, or industrial arts, are not included in the findings since classes for these students often vary in size

depending on special needs and available facilities.

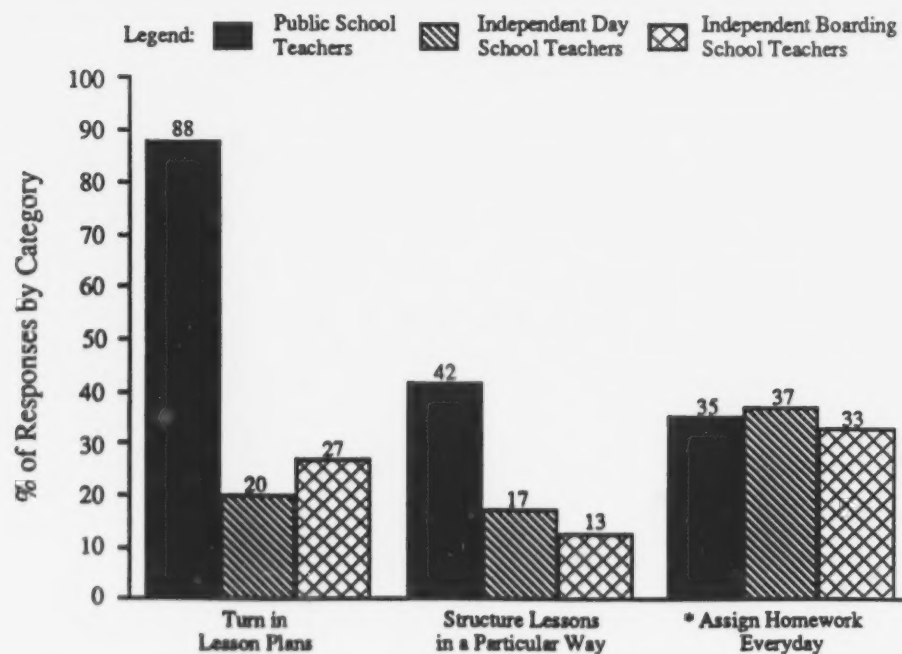
INSTRUCTIONAL REQUIREMENTS

The survey asked teachers about administrative demands that are placed upon them in the classroom (Q23). Teachers were asked if they are required to turn in lesson plans for administrative approval, write objectives of the lesson on the board, structure their lessons in any particular way, or assign homework on a daily basis. These requirements limit what teachers have always valued--their autonomy in the classroom.

Although many teachers object to any administrative requirements and state regulations imposed on them in the classroom, they exist to some degree in all types of schools. There are significant differences imposed on teachers in the various school types for two areas: lesson plans and structuring lessons in a particular way, as indicated in Exhibit 5.3. Eighty-eight percent of all public school teachers are required to hand in lesson plans, as compared with 20 percent of day school students and 27 percent of boarding school students. Forty-two percent of the public school teachers are required to structure the manner in which they present lessons, as compared with 17 percent of the day school teachers, and 13 percent of the boarding school teachers. Many independent school teachers expect that a high percentage of public school teachers would have requirements imposed upon them, but they would be surprised that their independent school colleagues have administrative requirements that limit their classroom autonomy.

Although not statistically significant between groups, the number of teachers in the three types of schools who are required to assign homework on a daily basis is also noteworthy. Thirty-seven percent of the independent day school teachers, 33 percent of the boarding school teachers, and 35 percent of the public school teachers are required to assign homework.

EXHIBIT 5.3: Instructional Requirements



*Differences between groups in this category are not significant at the 0.5 level

Based on Q 23

The words "teacher" and "classroom teacher" are often used interchangeably. The results of Teachers in Public and Independent Schools challenge the notion that these terms are identical. The study documents that teachers in independent day, boarding, and public schools have numerous roles, and that classroom teaching, which is characteristically and almost exclusively associated with teaching, represents only half of what a teacher does over the course of a day. Teachers spend as much time planning, correcting papers, helping individuals, leading extracurricular activities, and monitoring students as they do in classroom instruction. The work day, moreover, does not end when teachers leave the school building. Teachers in independent day, boarding, and public schools spend over 1 hour a day grading papers and preparing lessons at home.

The results of the study also suggest that parents who claim to be sending their children to independent schools because of the personal attention afforded their youngsters and the opportunities to participate in the life of the school, may be getting what they pay for. Independent school teachers have significantly fewer students, which leaves more time for individual assistance and more time for grading papers. Advising students individually or serving as student advisor to a particular grade is more prevalent in independent boarding schools than it is in day schools, and despite the smaller numbers of students, teachers in independent schools spend significantly more time than public school teachers assisting individual students, grading papers, and planning lessons.

Additionally, the study found that a higher proportion of teachers in independent day and boarding schools are involved in athletic coaching, advising clubs, and in overseeing student publications and drama productions.

That teachers in all schools devote so much time to their jobs outside of the classroom may be as surprising to beginning teachers as it may be to the general public. Education courses, particularly at the undergraduate level, may not prepare the novice teacher to coach athletics, to lead various clubs, or to advise students in making important decisions that may influence the direction of students' lives. Also, since most teachers learn to teach by being a student, they may be misled. To students in a classroom, teaching looks as simple as watching an arabesque performed by a prima ballerina. One does not see the hours of preparation involved in achieving mastery.

Whether or not one clings to the belief that teaching is an art and not a science, or that teachers are born and not made, the fact remains that not everyone is good at everything. The multifaceted demands of the teaching role call for specialized training that is not currently accessible to most teachers. It remains to be seen whether the leadership in teacher training will come from teacher training institutions, professional organizations, foundations, state departments of education, school systems, or individual schools. With the absence of established models of teacher training aimed at preparing teachers for the comprehensive aspects of their jobs, it is difficult to assess whether excellence in training results in excellence in teaching.

Teachers' Views on Excellence in Teaching

HIGHLIGHTS

Teachers in independent day, boarding, and public schools agree that understanding students and knowledge of subject matter are the most important qualities for excellence in teaching.

Public school teachers rank knowing teaching methods and techniques as more important to excellence in teaching than independent school teachers.

Independent school teachers place greater value on the role of love of learning for excellence in teaching than public school teachers.

Independent school teachers give themselves highest grades for demonstrating love of learning and knowledge in their disciplines, and grade themselves lowest for knowledge of teaching techniques and methods.

Public school teachers give themselves highest grades for demonstrating knowledge in their disciplines and their understanding of students, and grade themselves lowest for imaginativeness.

OVERVIEW

The reform reports of the 80's have agreed with the National Education Association's report, Excellence in Schools, that "teachers, as the facilitators of educational programs, are the key to determining program quality and effectiveness." Any effort to improve education must focus on teaching effectiveness, since the essence of the learning process lies in the interaction between teachers and students.¹

Almost any school principal will readily rattle off the names of the "good teachers" in the school, but that same principal may have great difficulty articulating the characteristics of good teachers. As is often the case in education, teachers are the last people in the educational community to be asked their opinions. We asked the 243 teachers in the survey to rank the qualities of good teachers, and then we asked them to rank themselves on how well they themselves demonstrated the same qualities in their own teaching. Teachers in independent day, boarding, and public schools agree that knowing one's subject area well and understanding students were key factors in excellent teaching, but there are significant differences in the way that teachers in these schools rank themselves on these characteristics. Public school teachers feel they demonstrate a greater understanding of students and have a better grasp of pedagogical skills. Independent day and boarding school teachers feel they do a better job of demonstrating a love of learning.

Teachers' views on excellence in teaching deserve our special attention. Teachers, like other workers, are not apt to improve unless they themselves feel there is a need for improvement.

EXCELLENCE IN TEACHING

We asked the teachers to rank qualities that practitioners and researchers have said are characteristic of an excellent teacher. The teachers were given a list of six characteristics:

- knows subject matter
- understands students
- displays warmth
- is imaginative
- loves to learn
- knows teaching methods and techniques

Each teacher was asked to rank the characteristics in order of importance, using a scale of 1

to 6, with 6 representing "most important," and 1 representing "least important" (Q42).

SIMILARITIES OF VIEWS ON EXCELLENCE IN TEACHING

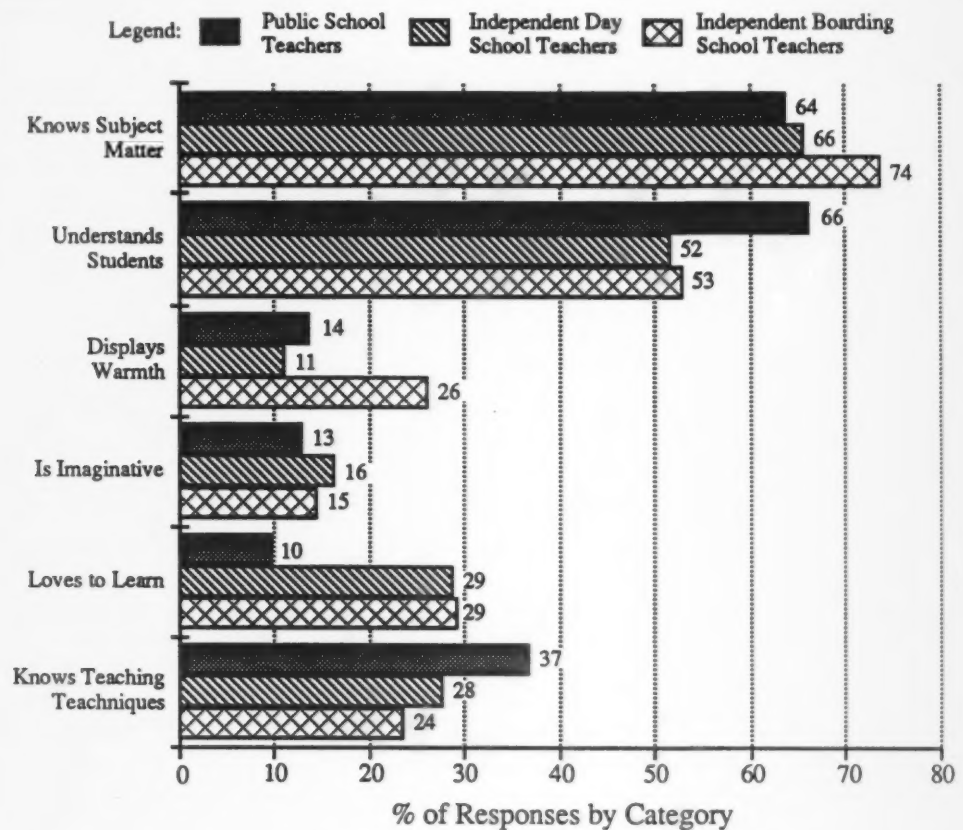
The responses of independent day, boarding, and public school teachers in the study indicate that there is general agreement on the characteristics that are most important to excellent teaching on the basis of the percentage of teachers assigning a rank of 1 or 2 to each category as noted in Exhibit 6.1 (Q42). Teachers place "understanding students" and "knows subject matter" at the top of the list. Almost two-thirds of independent day, boarding, and public school teachers assign a 1 or 2, the highest rankings, to "understands students" and "knows subject matter," though there are different weights assigned by each group. Boarding school teachers (74%) are more likely to cite "knows subject matter," than independent day (66%) or public school teachers (64%). Public school teachers (66%) are more apt to cite "understands students," than independent day (52%) or boarding school teachers (53%).

DIFFERENCES IN PERSPECTIVES ON EXCELLENCE IN TEACHING

When considering the average rank teachers in each group assigned to the six characteristics, significantly different views are held by teachers in independent day, boarding, and public schools on the importance of "love of learning" and "knowledge of teaching techniques" to excellent teaching, as indicated in Exhibit 6.2. Public school teachers consider "loves to learn" as least important to excellent teaching (sixth on the list), while independent day and boarding school teachers are apt to rank it twice as high (third on the list). On the other hand, "knows teaching techniques and methods" is considered more important to public school teachers (third on the list), than it is to independent day (fourth on the list), or boarding school teachers (sixth on the list).

In response to an open ended question, "Is there another characteristic of an excellent teacher that you would list as being particularly important (Q43)?" the most frequently mentioned characteristics were "patience," "ability to listen," "enthusiasm," "flexibility," and "loves kids."

EXHIBIT 6.1: Qualities That Teachers Consider Important to Excellence in Teaching



Note: Percentages are given for categories ranked 5 or 6.

Based on Q 42

**EXHIBIT 6.2: Qualities that Lead to Excellence in Teaching
Ranking by School Type**

	Public School Teachers	Independent Day School Teachers	Independent Boarding School Teachers
Knowledge of Subject Matter	2	1	1
Understands Students	1	2	2
Knowledge of Teaching Techniques	3	4	6
Is Imaginative	4	5	4
Loves to Learn	6	3	3
Displays Warmth	5	6	5

Note: Based on mean scores for each characteristic

Based on Q 42

TEACHERS RANK THEMSELVES

Teachers are accustomed to grading their students, but they are rarely asked to grade themselves. In Teachers in Public and Independent Schools, we asked teachers to do an assessment, using a scale of A+ to D-, on how well they themselves exhibited the qualities of an excellent teacher (Q44). Mean grades for the 6 characteristics were high, between A and A- to slightly lower than a B, as noted in Exhibit 6.3. Independent day and boarding school teachers gave themselves top grades for "loves to learn" which was closely followed by "knowledge of subject matter." Public school teachers gave themselves top grades for "knowledge of subject matter" and "understands students."

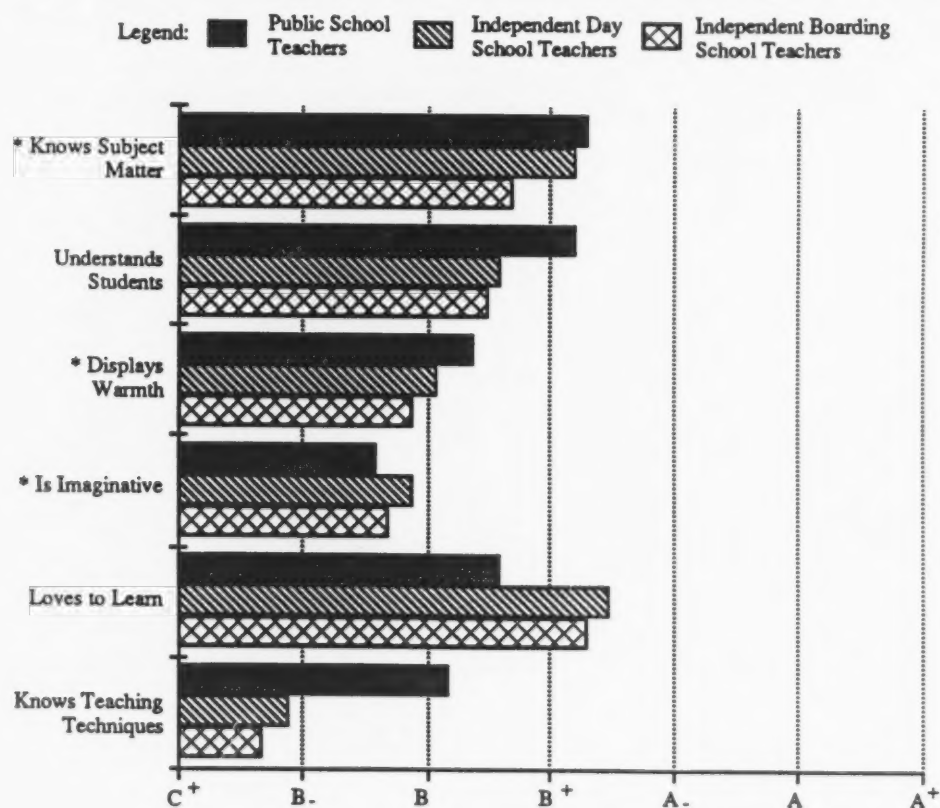
Independent day and boarding school teachers grade themselves lowest on "knowledge of teaching techniques and methods." Public school teachers grade themselves lowest on "imaginativeness," though none of the groups considered themselves outstanding in this area.

Significant differences between groups are found among three characteristics: "understands students," "loves to learn," and "knowledge of teaching techniques and methods." When mean scores are considered, public school teachers feel that they demonstrate greater "understanding of students" and "knowledge of teaching techniques and methods." Independent day school teachers rank themselves significantly higher than their public school colleagues on "loves to learn." Exhibit 6.4 shows the percentage of teachers who gave themselves an A+ or A on each of the 6 characteristics.

COMMENT

Independent school teachers teach fewer students, thus there is an increased opportunity for classroom interaction and the possibility of more personal contact outside of the classroom setting. In light of this situation, it is interesting that public school teachers feel they do a better job of understanding students. It may be that independent school teachers are more critical of their own performance, perhaps the result of a self-acknowledged disparity between high expectations on the part of parents and school administrators, and the reality of what is feasible given the limitations of time and professional training. It may also be that a smaller student load does not lead to better understanding of students.

EXHIBIT 6.3: Teachers Rank Themselves on Qualities of Excellence

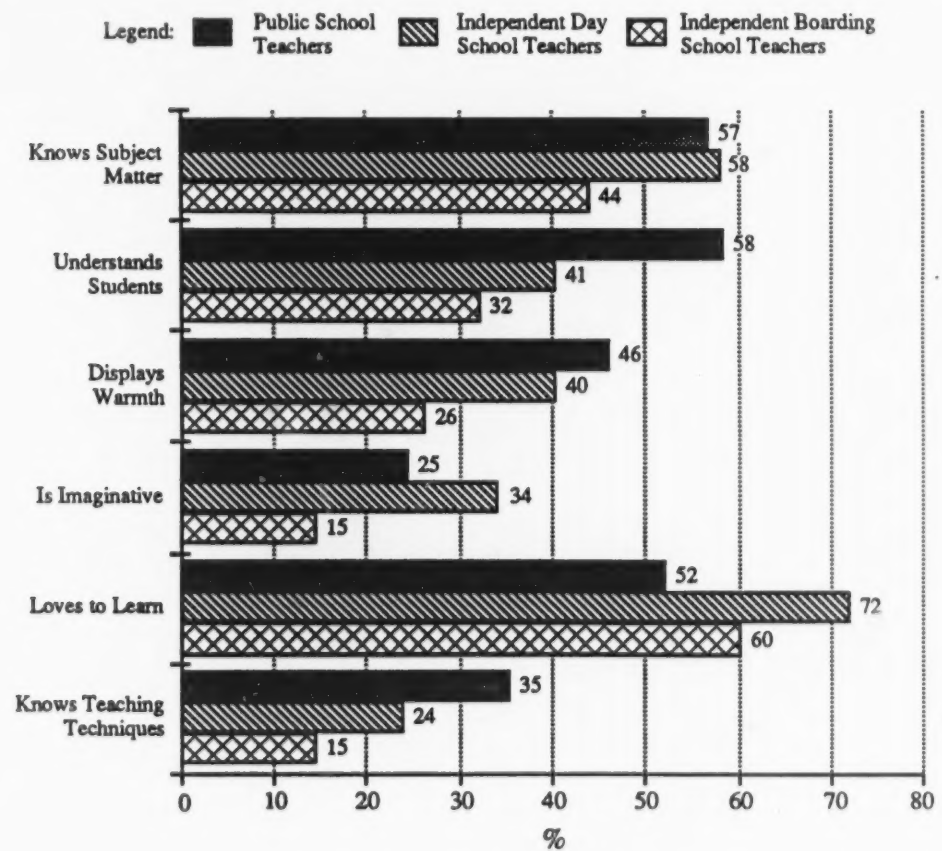


* Not Significant at .05 level

Note: Based on mean scores for each characteristic

Based on Q 44

EXHIBIT 6.4: Teachers' Self-Grading on Qualities of Excellence



Note: Percent of teachers' grading themselves A+ or A.

Based on Q 44

James Coleman's study on public, Catholic, and other private schools did not substantiate whether private schools, with their lower student-teacher ratios, allow teachers and students to have greater contact. Teachers in Public and Independent Schools does indicate that teachers in independent schools do spend more time helping and advising students (see page 42). Additionally, a recent study, The Shopping Mall High School: Winners and Losers in the Educational Marketplace, gives anecdotal evidence that independent schools make a commitment to providing personal attention to everyone. The study underscored that the total student load is a crucial factor in attaining personalization.²

Is love of learning valued as a component of excellence in teaching? Prominent educational leaders consider it the foundation of a good teacher, but realize that many teachers miss out on the very first qualification; they are not academically inclined. The study shows that independent day and boarding school teachers place greater value on love of learning and feel that they demonstrate this more in their teaching than do public school teachers. Love of learning may be the result of more rigorous academic preparation, and teachers in independent schools attended colleges that are considered more competitive (see page 22).³

In High School: A Report on Secondary Education in America, Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching, notes that "When we think of a great teacher, most often we remember a person whose technical skills were matched by the qualities we associate with a good and trusted friend." Teachers in our study who share Mr. Boyer's sentiments may find themselves feeling professionally insecure. Teachers in the study, particularly those in independent day and boarding schools, did not feel that they had mastery of pedagogical skills. The development of teaching skills may provide fertile ground for improving teaching at the preservice and inservice levels. Emphasis needs to be placed on understanding teaching techniques and methods as well as utilizing the skills in practical situations.⁴

CHAPTER 7 Teaching as a Career

HIGHLIGHTS

Making a difference in the lives of young people is what teachers like best about their career.

Independent school teachers are almost twice as likely as public school teachers to cite the professional ethos of their school as a source of professional satisfaction.

Inadequate compensation is what most teachers like least about teaching as a career.

What public school teachers like least about teaching in their schools is administrative practices; independent school teachers stress non-teaching duties and low salaries.

Roughly 2 out of 5 public school teachers would consider taking a job in a private school, and 2 out of 3 independent school teachers would consider a job in a public school.

Independent school teachers who have considered leaving teaching are more likely than public school

teachers to consider professional occupations.

Higher salaries, enhanced social status, and greater possibilities for career advancement would encourage more teachers to stay in their jobs.

OVERVIEW

Any attempt to make teaching a more attractive profession must begin by asking teachers what they find most satisfying and frustrating in their jobs, and what career plans they have for the future. The findings indicate that, on many of these issues, teachers in independent day, boarding, and public schools differed more in degree than they did in substance.

The overwhelming majority of teachers derive intrinsic satisfaction from their jobs, and they appreciate the opportunity that teaching provides for continued learning. Independent school teachers, however, appear to be more satisfied with the school environment, and are more likely to mention the satisfaction that derives from working in a school with a pervasive sense of community, than their colleagues in public schools. Independent school teachers are also more satisfied with the autonomy they are given in their jobs. Despite the satisfactions that teachers are quick to recite, a significant portion of the teaching force consider teaching a temporary job rather than a long-term career.

Public and independent day school teachers express dissatisfaction with compensation, while boarding school teachers are more likely to object to the inordinate demands of the job. One out of every 3 teachers is contemplating changing jobs, or leaving the field of education entirely. Even more surprising is the finding that teachers express a lack of commitment to staying in the school sector in which they currently work. The overwhelming majority of independent school teachers would consider working in a public school, and a sizable portion of public school teachers would consider working in a private school. Teachers who have doubts about remaining in teaching said they would be more likely to stay if schools paid them more, gave them increased opportunities for career advancement, and if society accorded them greater social prestige.

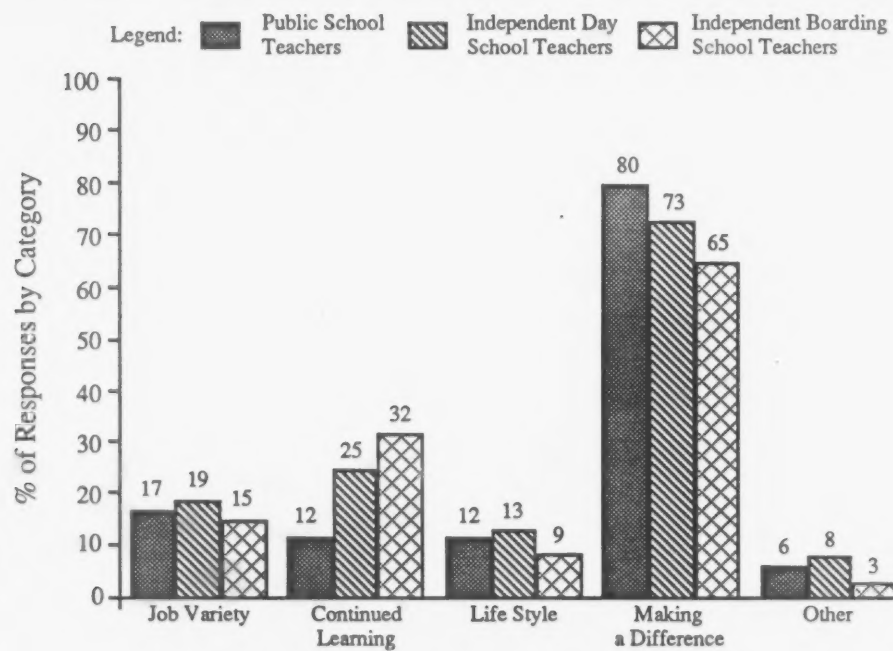
WHAT TEACHERS LIKE BEST ABOUT TEACHING

As shown in Exhibit 7.1, the overwhelming majority of teachers in public schools (80%), independent day (73%), and boarding schools (65%) agree that what they like best about teaching as a career is making a difference in the lives of young people (Q47). To a decidedly lesser degree, teachers in public schools like the variety of the teaching job (17%), the opportunity to continue learning (12%), and the compatibility of teaching with their lifestyles (12%). By comparison, independent day school teachers give higher rankings to the opportunity to keep on learning (25%) and are as emphatic as public school teachers about job variety (19%) and lifestyle issues (13%). Boarding school teachers rate opportunities to keep on learning as more important than either of the other groups (32%), while variety (15%) and lifestyle considerations (9%) are roughly similar.

WHAT TEACHERS LIKE BEST ABOUT TEACHING IN THEIR SCHOOLS

When the locus of the question is shifted to the particular school and what teachers find most appealing about working in their school, some segmentation occurs (Q48). Seventy percent of the independent day school teachers express good feelings for the professional ethos which their school provides through classroom autonomy and the intellectual stimulation of working with interested colleagues as presented in Exhibit 7.2. This aspect is less central to the perceptions of boarding school teachers (41%) and public school teachers (34%). Over a third of all independent school teachers believe that one of the rewards of their job is the school's cohesive, supportive community, with 41 percent of the boarding school teachers and 35 percent of the independent day school teachers stressing the factor, as opposed to 23 percent of public school teachers. The strongest feelings of the public group (39%) are registered for the role of students in the working life of teachers at their school, though boarding school teachers are equally enthusiastic (38%), and independent day school teachers only slightly less enthusiastic (30%).

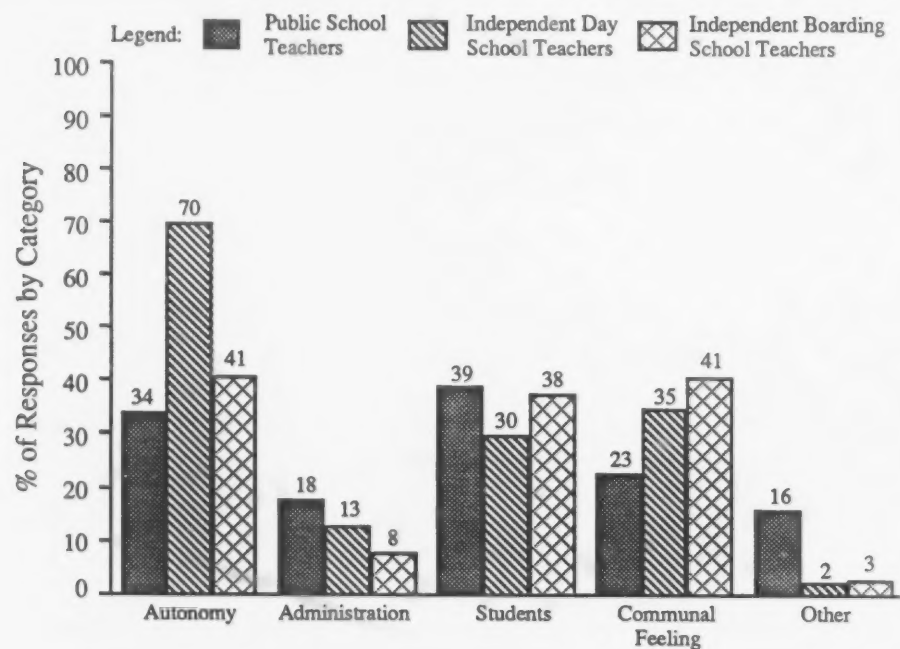
EXHIBIT 7.1: What Teachers Like Best about Teaching



Note: Totals exceed 100% because respondents had more than one opportunity to reply.

Based on Q 47

EXHIBIT 7.2: What Teachers Like Best about Teaching in Their School



Note: Totals exceed 100% because respondents had more than one opportunity to reply.

Based on Q 48

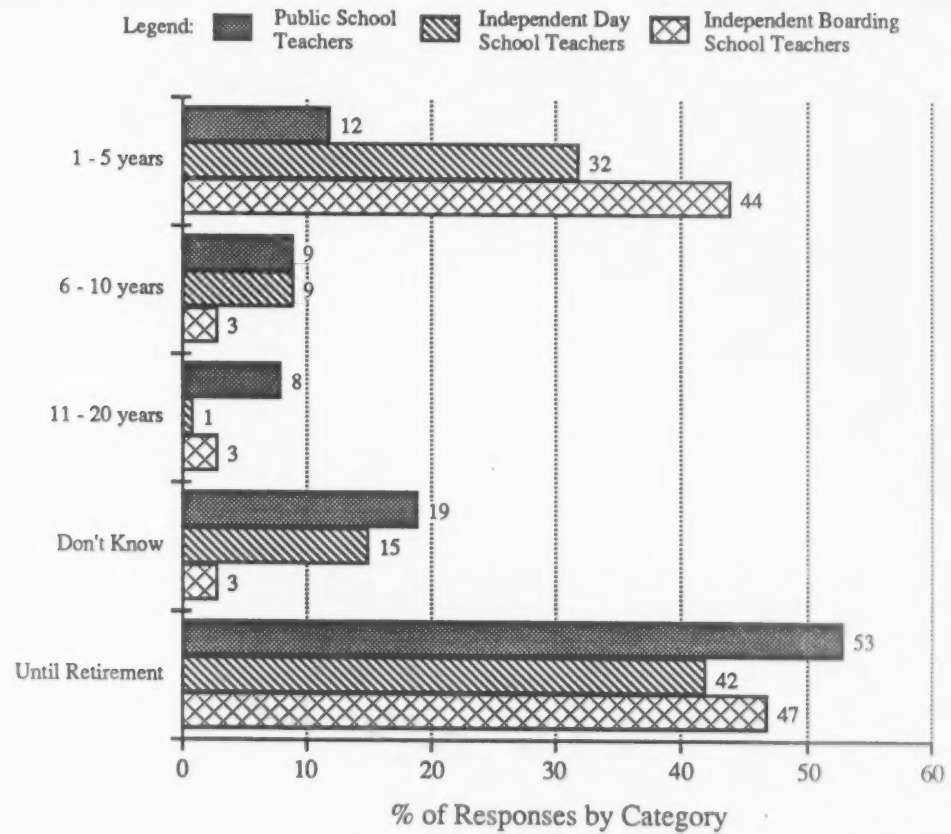
INITIAL COMMITMENT TO TEACHING

The early attraction to considerable satisfaction of teaching notwithstanding, there is good reason to think that the commitment of teachers to their current careers is tentative at best (Q41). The overall uncertainty in career plans is revealed by the fact that slightly less than half of the public school teachers and slightly more than half of the independent school teachers in Teachers in Public and Independent Schools say that, when they first entered teaching, they did not intend to remain in teaching until retirement, as indicated in Exhibit 7.3. For many people, teaching is a job rather than a career. Many enter teaching without knowing how long they will stay, and a substantial portion of the teaching force, particularly those in independent schools, plan to stay in teaching for only a few years. Thirty-two percent of the independent day school teachers and 44 percent of the independent boarding school teachers state that they would probably teach 5 years or less, as compared with 12 percent of the public school teachers.

There is a bifurcation in the way teachers interpret the shortcomings of a career as opposed to those of an individual school (Q49). Furthermore, in the discrete settings of their work places, public and independent school teachers differ on what bothers them. When teachers are asked what they like least about teaching as a career, 65 percent of the public school teachers and 54 percent of the independent day school teachers place salary and benefits at the top of their lists, as shown in Exhibit 7.4. Independent day school teachers (22%) also objected to the inordinate demands of the job. Boarding school teachers, not unexpectedly, are most troubled by the inordinate demands of their jobs, with 44 percent responding in that fashion, though nearly 32 percent agree that money is a major detractor. In one of the only instances of separation by gender in the data, almost two-thirds of the men cited remuneration as something they find least agreeable about their career, while a much smaller number of women--42 percent--complain primarily about money.

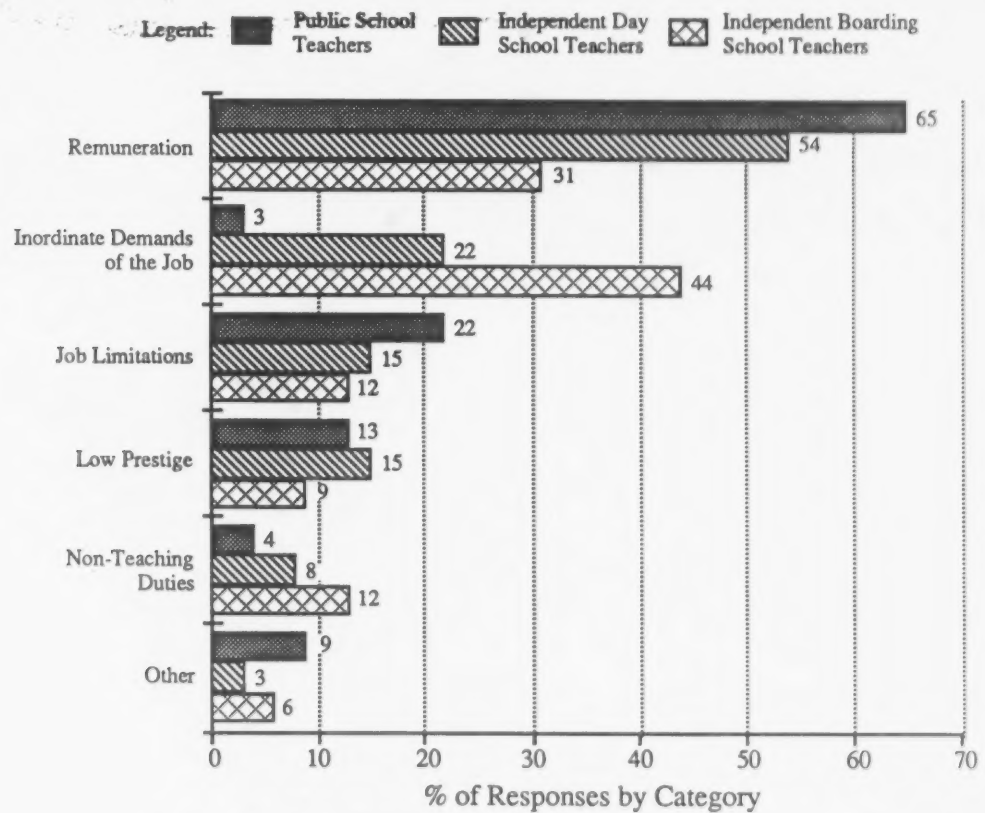
Teachers in all schools were somewhat bothered about the low social prestige associated with teaching and the limitations placed upon them that prevented them from performing in a way that met with their personal standards of job performance.

EXHIBIT 7.3: Initial Commitment to Remain in Teaching



Based on Q 41

EXHIBIT 7.4: What Teachers Like Least about Their Careers



Note: Totals exceed 100% because respondents had more than one opportunity to reply.

Based on Q 49

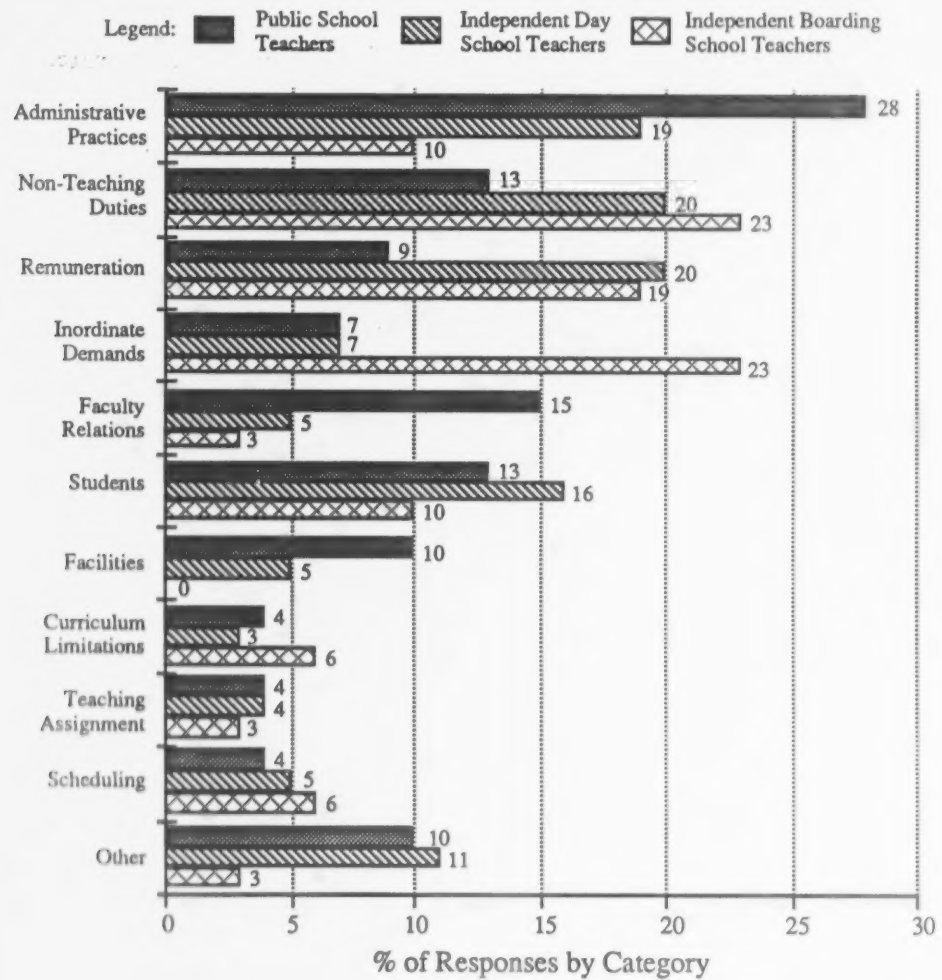
WHAT TEACHERS LIKE
LEAST ABOUT TEACHING
IN THEIR SCHOOL

The teachers' sense of endeavor within their schools sheds more light on their disappointments (Q50). As indicated in Exhibit 7.5, public school teachers complain most about administrative practices (28%), pointing to frustration with principals and supervisors. Public school teachers are also more dissatisfied with faculty relations and with the facilities in their schools than teachers in independent schools. For their part, independent day school teachers (19%) are, to a degree, upset by administration, but remuneration and non-teaching duties figure even more prominently in independent school-centered unhappiness. Twenty percent of the independent school teachers objected to their salary as compared with 9 percent of the teachers in public schools. Twenty percent of the independent day school teachers and 23 percent of the independent boarding school teachers are displeased with non-teaching duties as compared with 13 percent of the teachers in public schools. Boarding school teachers are the most resentful of what they consider to be inordinate demands that are placed upon them, which they attribute to boarding school life and their individual schools. All groups registered some dissatisfaction with students. Public school teachers were apt to cite motivational problems, while independent school teachers focused on student values.

LOYALTY TO TEACHING IN
PUBLIC OR PRIVATE SCHOOLS

Because over 30 percent of the public school teachers and over 40 percent of the independent school teachers in the survey's sample said that they are contemplating changing jobs within education or leaving the field altogether, the character of that fluidity is worth inspecting. When public school teachers are asked if they would consider a job in a private school, 43 percent said "yes," but even more of the independent school teachers would consider working in a public school. Seventy-three percent of the independent day schools teachers and 48 percent of the boarding school teachers would consider working in a public school, despite their preference for the "smaller classes," "creative freedom," and "conducive atmosphere" of the independent schools (Q37).

EXHIBIT 7.5: What Teachers Like Least about Teaching in Their School



Note: Totals exceed 100% because respondents had more than one opportunity to reply.

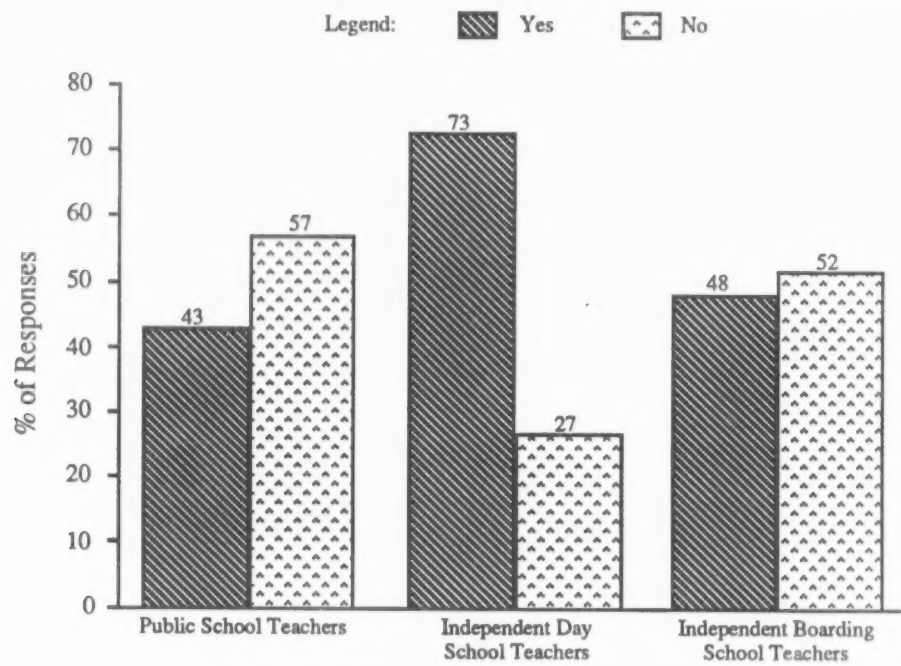
Based on Q 50

Teachers in Public and Independent Schools revealed that only 38 percent of the independent day school teachers and 21 percent of the boarding school teachers in New Jersey are certified to teach in the state's public schools, contrasted by 100 percent of the public school teachers who are fully licensed to teach (Q28). It turns out that 23 percent of the eventual independent school teachers sought public school positions their first time around. Over 46 percent say that the financial advantages in public school teaching would make the shift smoother. Fifty-eight percent of the public school teachers looked in the opposite sector initially, yet financial considerations pulled them toward public education. Even now, 43 percent say that they would consider accepting a job in an independent school, though two-thirds of those teachers think that the issue of money would eliminate the likelihood of that kind of lateral move. (Refer to Exhibit 7.6.)

CAREER PLANS AND INCENTIVES

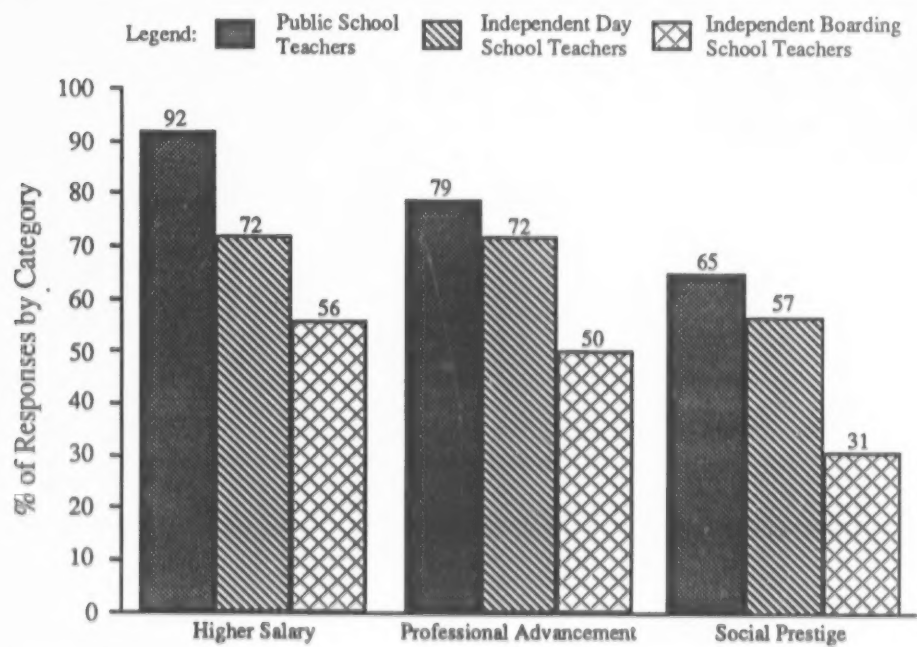
When teachers who were uncertain about remaining in teaching for the next 10 years were questioned about incentives which would influence their decision to stay in teaching, money, career advancement, and social prestige are the significant factors (Q52). Ninety-two percent of the public school teachers, 72 percent of independent day school teachers, and 56 percent of the boarding school teachers state that higher salaries would be crucial in their decision to stay in teaching. Almost 80 percent of the public school teachers, 72 percent of independent day school teachers, and 50 percent of boarding school teachers comment that they would be more likely to remain in education if offered greater opportunity for professional advancement. For two-thirds of the public school teachers, over half of the day school teachers, and one-third of the boarding school teachers, greater respect and recognition by society would influence their decision to remain in teaching, as noted in Exhibit 7.7.

EXHIBIT 7.6: Teachers Who Would Accept a Job in Another School Sector



Based on Q 56

EXHIBIT 7.7: Factors That Would Influence Teachers to Stay in Teaching



Based on Q 57

COMMENT

Policymakers are on the right track if they have concluded that money matters to teachers. Whether the recent salary increases and projected further improvements will be appealing enough to lure people into teaching is still an open question. It is clear, however, that higher salaries may be influential in encouraging people to switch from independent school teaching to working in public schools, and just as surely, public school teachers may decide to stay put in their sector because of the severe financial sacrifice which a lateral move to independent schools would represent.

Indeed, the greatest challenge with regard to public school teachers may be keeping them in education at all. The United States may have to undergo a profound social conversion in its perception of and status rewards accorded teaching in order to attract talented people to the profession. Inasmuch as money, in the end, may not be enough to persuade potential teachers that the plunge is worth taking, the reform of internal structures, the daily dynamic, and managerial style of schools may be essential to the recomposition and mobilization of the teaching force.

In the short run, school planning may have to be conditioned by the evidence that large numbers of people entering the profession intend to teach 5 years or less. Rather than being viewed as a chronic problem, the pattern should be more rightly approached as a source of freshness and energy, which, properly guided, could enrich schooling and the broader needs of students. Likewise, the sense of career advancement, currently seen as a liability by teachers, could be reanimated by flexible, collegial, administrative responsibilities. Schools offer endless varieties and combinations of working challenges which can be crafted so as to eliminate the chasm between teachers and administrators and to stimulate an attachment to the greater scheme of teaching children.

Recommendations and Reflections

Improving the quality and quantity of the teaching force requires a dual effort. Surely, we must recruit more and better people to the profession, but at the same time, we need to find ways to keep good teachers in the classroom. Comparative studies of public and independent schools provide insights into various solutions.

We approached the problem by studying the entry phase of teaching, the daily worklife of teachers, teachers' views on excellence, and the career plans of teachers currently in our schools. The results of the study offer a wealth of information for discussion and reflection. The study also sheds light on what may be done to make teaching a more attractive profession. Some of the changes can be implemented immediately, with minimal effort. Other changes will be difficult to accomplish without exceptional effort and have only long range implications. Some changes can be made within schools, others will require the efforts of teachers and administrators, parents and policymakers working together. To these ends, we offer an agenda for action.

RECOMMENDATIONS FOR TEACHER RECRUITMENT

- Target teacher recruitment efforts at both the high school and college level.

Almost half of the teachers in the New Jersey study made up their minds to become teachers by the time they finished high school. Twenty-four percent first considered going into teaching prior to age 15, and another 32 percent contemplated a teaching option between the age of 15 and 18. The current emphasis on providing incentives for college students to become teachers is only part of the solution to attract more people to teaching. It overlooks the indications that most people will decide that teaching makes sense when they are much younger. Programs should be aimed at the early high school years, as well as at college level, to convince young people that there are compelling reasons to teach.

- Place the onus of responsibility for teacher recruitment in the hands of the teaching profession.

Only slightly over a third of all teachers in independent day and independent boarding schools say it is very likely that they will remain in teaching for the next 10 years. The sources of dissatisfaction among teachers and the tentativeness of their commitment may convey negative attitudes to students that discourage all but the most stalwart from entering teaching. Yet, even a small percentage of the teaching force, convinced of the merits of a teaching career, may be persuasive in influencing their best and brightest students to consider a teaching career. The effect of teachers is suggested in the data. A significant number of those currently teaching were motivated to choose teaching because of their admiration for teachers or the direct encouragement of teachers.

Individual efforts notwithstanding, the numerous teacher organizations at the national, regional, and local level may be called upon to take an active role in maintaining the well-being of the profession. Giving teachers responsibility for helping themselves may be an important step in improving the status of the profession.

- Use advertising techniques to promote the advantages of a teaching career.

Teachers unsure about a career in teaching say they would be more likely to stay in teaching if it offered "greater prestige in society." One teacher illuminated the problem when he said, "I work 11 hours a day and my parents and friends ask, 'When are you going to get a real job?'" As the survey indicates, many parents of those who do enter

teaching are somewhat ambiguous about a career in teaching, and the recent reform movement has made matters worse by publicly blaming teachers for the inadequacies of our schools.

Society has neglected to recognize that teaching is, first and foremost, important work. It is also intrinsically satisfying. The overwhelming majority of teachers believe that they are making a contribution to society. Teachers in public (80%), independent day (73%), and boarding schools (65%) say that what they like best about teaching is the opportunity to make a difference in the lives of young people. The public rarely hears about the satisfactions of a career in teaching, or about the merits of choosing a career that is socially useful. Advertising techniques that have been persuasive in other arenas should be utilized to convince the public of the advantages of a teaching career.

- Establish a teaching corps to attract capable people into teaching for a period of 3 to 5 years.

Almost half of all teachers entered teaching without considering it a career commitment. More than a quarter of the teaching force intended to stay in teaching for less than 5 years and 15 percent said they didn't know. Rather than being viewed as a chronic problem, the pattern of temporary commitment should be approached as a source of freshness and energy, which, properly guided, could enrich schooling and the broader needs of students. Institutionalizing a national, regional, or state teacher corps, that appeals to the sense of idealism and adventure characteristic of the Peace Corps, may persuade bright young people to devote a few years to teaching who might not otherwise consider the alternative. Properly trained and supervised young teachers could enrich schools and contribute to the broader needs of students, and young people, who spend a few years in the classroom, will emerge as education-minded citizens who are more sensitive and understanding of human behavior. Businesses could do their part to promote a teacher corps by guaranteeing jobs to teacher corps volunteers after they complete 3 years of service. They can also offer salary increments equivalent to the same number of years on the job.

RECOMMENDATIONS FOR
KEEPING GOOD
TEACHERS IN THE
CLASSROOM

- Increase teacher salaries to make them competitive with other occupations requiring similar effort and levels of preparation.

When teachers are asked what they like least about their jobs, the majority place salary and benefits at the top of the list. Teachers who expressed uncertainty about remaining in the profession were questioned about incentives that would influence their decision to stay in teaching, and 92 percent of the public school teachers, 72 percent of the independent day school teachers, and 56 percent of the boarding school teachers say that higher salaries would be a crucial factor in their decision to stay in teaching. Policymakers are on the right track if they conclude that money matters to teachers.

- Provide teachers with preparation that acknowledges the comprehensiveness of the teaching job.

The study shows that at least half of a teachers' day is spent outside of the formal classroom setting, and that there are many dimensions to the teaching job. At least two-thirds of the teachers in all schools agreed that although "knowledge of subject matter" is one of the most important qualities of an excellent teacher, it is not the only requisite. Teachers consider "understanding students" almost equally important to excellent teaching. "Understanding students" means developing professional knowledge of the way students learn and relating that knowledge to curriculum development. It requires knowledge of research findings on what has been successful in accomplishing both affective and cognitive learning. "Understanding students" also implies a knowledge of child and adolescent development.

Teachers are aware that teaching is a complex task, and that teaching as an art, requiring intuition and judgment, can be informed by a growing body of knowledge of teaching as a science. Moreover, as the survey indicates, teaching is a multifaceted job. Teachers work with groups, they have tutorials with individual students, they counsel students, lead clubs, coach athletics, serve as monitors, and they should become part of a faculty that makes decisions and determines school policy. On-the-job learning does not insure that teachers

will handle the demands of their job in an optimal manner or that the growing body of professional knowledge will inform the way they go about the daily business of teaching.

On average, independent school teachers take 3 courses in education before entering teaching, but many teachers in independent schools have no formal preparation in education whatsoever. To make matters worse, over a third of the teachers in independent schools do not have any structured evaluation of their work during the first year of teaching.

The New Jersey State Department of Education's alternate route to certification offers one interesting approach to professional preparation. The alternate route is currently available to college graduates with bachelor degrees and an academic major in liberal arts, science, or technology. Those seeking the alternate route must receive a passing score on the National Teacher Examination in the area of specialization and participate in a 20 day initial teaching phase where they work closely with mentor teachers before assuming full classroom responsibility. Teachers are also supervised over the course of the first year. Additionally, the alternate route provides for 200 hours of formal instruction in professional education. It is too early to judge the effectiveness of this approach to certification, but the new program does offer one viable model for the professional training of educators.

Another model for professional training has been suggested by the Carnegie Corporation's task force on teaching. In "A Nation Prepared: Teachers for the 21st Century," the task force calls for an end to bachelor degrees in education and a transfer of formal educational training to the graduate level. The task force does not detail the content of the degree, except to say that it should be "clinical" in nature and to outline the breadth of skills that teachers need:

Teachers should have a good grasp of the ways in which all kinds of physical and social systems work; a feeling for what data are and the uses to which they can be put, an ability to help students see patterns of meaning where others see only confusion; an ability to foster genuine creativity in students; and the ability to work with other people in work groups that decide for themselves how to get the job done. They must be able to learn all the time, as the knowledge required to do their work twists and turns with new challenges and the progress of science and

technology. Teachers will not come to the school knowing all they have to know, but knowing how to figure out what they need to know, where to get it, and how to help others make meaning out of it.¹

- Provide a program of systematic training and support for all new teachers during the first year of teaching.

Business corporations, law firms, and medical institutions have recognized that, in addition to advanced professional training, new recruits benefit from site-based training. Only 1 out of 5 teachers in the survey participated in a program for beginning teachers at their school, and they regarded the programs as moderately useful. There are few places that teachers can turn to for systematic assistance. Most teachers learn about teaching both casually and intermittently. Almost 40 percent of all teachers said that during their first year of teaching they received no help with student discipline, teaching techniques, course content, or understanding adolescent behavior.

The sink or swim approach during the induction phase of teaching leaves much to be desired. The new teacher may find teaching overwhelming and frustrating, and students who spend an entire year with a new teacher may be unnecessarily shortchanged. It is ironic that a profession in which the central task is education, has done so little to educate itself. A planned method of evaluation that focuses on development rather than assessment, mentor arrangements with master teachers, and regular seminars that focus on analysis of experience as well as the practical aspects of teaching would enhance the first year of teaching and, perhaps, have a positive influence in shaping an entire career in education.

- Allow teaching to be an invitation for lifelong learning.

For many people, one of the greatest benefits of a career in teaching is that it allows for a lifetime of continued learning. Indeed, 12 percent of the teachers in public schools, 25 percent of the teachers in independent day schools, and 32 percent of the teachers in boarding schools say that the opportunity to keep on learning is what they liked best about teaching.

LOYALTY TO TEACHING
IN PUBLIC OR PRIVATE
SCHOOLS

One of the unanticipated findings of the study is that roughly 2 out of 3 independent school teachers say that if they were looking for a job now, they would consider working in a public school. Most independent school teachers have been ineligible for jobs in public schools because they lack the necessary certification requirements, but in a radical departure from tradition, the New Jersey State Dept. of Education enacted the previously mentioned alternate route to certification in the Fall of 1985. The purpose is to attract high caliber, well-educated young people to teaching who have been rejected, in former years, because of inadequate professional training. It turns out that public schools are now seeking to attract bright, young people whose undergraduate preparation includes a focus on the liberal arts and a major in an academic discipline--exactly the type of individual that independent schools have been attracting for years. It may be in fact that independent schools have been the beneficiaries of New Jersey's credentialing restrictions since over two-thirds of the independent school teachers are not state certified.

The results of the survey show that independent school teachers attend more competitive colleges than teachers in public schools and that, unlike their public school colleagues, the overwhelming majority of teachers major in the liberal arts rather than education. It may well be that New Jersey's restrictions have provided a windfall of talent for independent schools. Is it likely that, with changes in certification procedures, new recruits will turn to the public sector or that large numbers of those currently teaching in independent schools will begin packing their books to head for more lucrative careers in public schools?

If the survey is correct, job variety is the major attraction to independent school teaching, though personal background, job availability, and a lack of certification have all figured in a decision to teach in independent schools. Roughly half of all independent day and boarding school teachers said they were attracted to the diversity of the job. As one teacher stated, "I like the extracurricular aspects of the job; there is more to do besides teaching." Almost a third decided to teach in independent schools because of good experiences they themselves had as students in independent schools, "I was inspired by the private school teachers who educated me," or because of negative

reactions to the public schools, "I had poor experiences in public schools." Almost 20 percent of all teachers in independent schools cited the attraction of the student body. As one teacher stated, "Children attending private schools are more motivated to learn." But while a substantial number of teachers sought independent schools for positive reasons, a large number of young people elected to teach in independent schools by default. About a third noted the lack of teaching credentials or simply that there were no other options. One teacher simply replied, "It was the only job I could get."

With alternative routes to certification, independent schools can count on losing the portion of the teaching force that would have preferred a job in the public schools in the first place, but independent schools will have to contend with another challenge. The State of New Jersey has instituted a minimum starting salary of \$18,500 for public school teaching. This minimum starting salary represents 24 percent more than the beginning median salary paid to beginning teachers in independent secondary schools. It doesn't take great wisdom to figure out that in a favorable job market you have to offer people salaries that are competitive with similar jobs elsewhere. If the magnitude of the attractions of job variety, personal background, and the advantages of teaching motivated students doesn't override the temptation to earn higher salaries, independent schools may have a hard time attracting new recruits.

For teachers already working in independent schools, the situation may be different. Certainly, the holding power of the independent sector may be partially contingent on the ability and willingness of independent schools to pay teachers more, but money alone may not be sufficient. The results of the study document that what independent school teachers value most is the professional ethos of their schools. Teachers cite the "freedom to choose texts," "freedom to construct curriculum," and "freedom to teach the way I want within the structure" as the chief advantages of working their schools. Teachers in independent schools also note the benefits of a "personalized atmosphere" and the "family-like" environment that pervades their schools.

The smaller size of independent schools and the lower student load may contribute to a communal feeling. In independent schools, the total number of students that a teacher instructs is significantly fewer, 69 in day schools and 50 in boarding schools as compared with 103 in public schools, and it is noteworthy that teachers ac-

tually spend more time helping and advising their students. Independent school teachers are also more engaged in the extracurricular activities of the school, which allows for more personal interaction with students outside of the classroom. When independent school teachers talk about the "family-like" environment of their schools, they may be referring to increased opportunities to deal with students in a variety of contexts.

What the overwhelming majority of teachers in public and independent schools say they like best about teaching is the opportunity to make a difference in the lives of young people. Teachers want to help students grow intellectually and emotionally, and they want to help them become productive human beings. It may be that more personal interaction in the independent school increases that opportunity to make a difference. Despite longer work days and greater demands to be involved in school activities, independent school teachers may experience more intrinsic satisfaction in their jobs. Teachers may also discover that independent schools do indeed offer greater job variety, a factor that impelled them toward independent schools initially. One out of every 5 teachers continues to cite job variety as the thing they like best about their job.

Additionally, independent school teachers place greater emphasis on the opportunity that teaching provides for continued learning. Fully, 1 out of 4 independent day school teachers and 1 out of 3 boarding school teachers say that learning is what they like best about teaching, as compared with 1 out of 8 public school teachers.

Independent schools, with a higher proportion of college bound youngsters, may also provide a more challenging academic climate for teachers, since 96 percent of the graduates of independent schools go to college, as compared with 64 percent of the graduates of public schools who continue their education in some form.

When the trade-offs are weighed, teachers in independent day and boarding schools will have to choose between increased remuneration in public schools and the advantages of having a career that may be more satisfying. It is also interesting to note that, if independent school teachers are lured by higher salaries in public schools, it is likely that they will be male. In one of the few instances of separation by gender in the data, almost two-thirds of the men cited remuneration as something they found least agreeable about their career, as compared with 41 percent of the women.

Insights into public school teachers' attraction to independent schools may be gleaned by con-

sidering that, of those who said they would consider a job in an independent school, it was the special features of smallness and volunteerism that public school teachers found attractive. Teachers in public schools cited "smaller class size," "parental support," and the "academic orientation" as advantages. Yet, financial considerations may motivate public school teachers to stay put. Although 42 percent of the public school teachers said they would consider accepting a job in an independent school, many said that the issues of money would eliminate the likelihood of a lateral move.

Lower salaries in independent schools may not be the only drawback for public school teachers. Independent school teachers actually work longer hours. There is a greater expectation that teachers will be involved in the extracurricular life of the school. If working more for less does not serve as a deterrent, then the absence of information may prevent teachers in public schools from considering a job in an independent school. Although over a quarter of the public school teachers complain most about administrative practices, as compared with 16 percent of the teachers in independent schools, many public school teachers are unfamiliar with administrative practices in independent schools and they may not be aware of the classroom autonomy that characterizes independent schools.

Additionally, public school teachers may also choose to stay put for ideological reasons. When public school teachers are asked what they like best about teaching in their schools, most cite the role of students above all other considerations, and public school teachers are the only group to even mention altruistic reasons. When public school teachers talk about students, they note "the diversity of the student body," that "students are appreciative," and the notion of wanting to give back something to the community from which they themselves have benefited: "I want to help kids whose parents helped me."

Putting all other differences aside, both public and independent school teachers contemplating leaving the field of education, may be tempted to remain if they are offered greater opportunity for career advancement. When teachers tentative about their commitment to teaching were questioned about incentives which would influence their decision to stay in teaching, 80 percent of the public school teachers, 72 percent of the independent day school teachers, and 50 percent of the boarding school teachers commented that they would be more likely to remain in education if it offered greater opportunity for professional advancement.

For many notable educators, going up the ladder has meant moving out. Currently, the heads of several of the most prestigious independent schools were former employees of public school systems. If credentials for public school administrators in New Jersey become de-emphasized as they have for teachers, career advancement opportunities may encourage movement from the independent to the public sector.

Schools concerned with holding on to their best and brightest teachers may find the results of Teachers in Public and Independent Schools illuminating. Teachers have not been reluctant to articulate the attractions and disadvantages of working in their particular settings, and they have provided an agenda for schools that want to take action. Policymakers, on the other hand, will have to be less concerned with lateral mobility and more preoccupied with keeping teachers in education at all. The decline in the satisfaction, which teachers express in their career choice and widely reported reluctance of people to consider teaching as a career, must be of central concern. In a society where status is equated with money, increasing financial rewards may serve a dual purpose in attracting talented people and changing popular perceptions. But money alone may not be enough. The organization, as Chaster Barnard pointed out long ago, pays people only for certain of their work activities, but it is the whole person who comes to work. Schools need to provide the working conditions that allow people to succeed and accrue satisfaction from their jobs. Unless schools are willing to make the necessary changes to accommodate the needs of bright people in their jobs, they aren't going to keep them. This study of public and independent school teachers suggests a variety of ways to make teaching a more appealing professional choice and a more satisfying work place. Schools, by their treatment of teachers, and the public, in the attitudes they hold, have failed to acknowledge that, as the shapers of character and the transmitters of culture, teachers are indispensable to society.

Notes

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APPENDIX A **Survey Methodology**

SAMPLE SELECTION OF TEACHERS

The public school sample was selected with the assistance of the New Jersey Department of Education. A computer generated sample technique was used to randomly select comprehensive high schools in the state.

A computer generated list of teachers was also provided by the New York State Department of Education. Four teachers, two male and two female, and two male and two female alternates, under the age of 35 with less than 10 years of experience, were selected. On occasion, the computer data on individual teachers was incorrect, and teachers did not qualify for the study; they were over age 35 or had more than 10 years of experience. More often than not, the interviewer proceeded with the interview since it had been scheduled in advance.

Approximately 11 percent of the public and independent teachers in our survey did not meet the criterion for participation. To keep the sample as large as possible, they were included in the study in the general pool, but excluded from questions that dealt with career commitment and career plans. Thirty-two public schools and 130 public school teachers were included in the study. There were 28 independent schools and 113 independent school teachers in the sample. The public schools were slightly over sampled because of an incorrect

assumption that it would be more difficult to gain entrance into public schools. Changes in the size of the data pool on any question are noted in the report.

Every independent secondary school in New Jersey, with at least one teacher who qualified for the study, was included. A letter was sent to the school head describing the study, which was followed by a phone call requesting the names of teachers who qualified. The names of eligible teachers were alphabetized, and final selections were made using a computer generated, random number table.

QUESTIONNAIRE DEVELOPMENT

The survey instrument was developed in consultation with Sherman Edwards, a specialist in survey design with the National Opinion Research Center. An intent of the study was to make the result useful and meaningful to practitioners and policymakers in New Jersey. The study was discussed with representatives of various organizations: the New Jersey Association of Independent Schools, the New Jersey Education Association, the New Jersey Department of Education, and the New Jersey Principals and Supervisors Association. Several items of specific interest to these organizations were included in the survey. Developing a useful survey instrument required a much longer time than had been anticipated. There were several cycles of writing, testing, and rewriting before arriving at the final stage of development. First drafts of questionnaires were pretested among a sample of 10 teachers from New York City public and independent schools.

INTERVIEWING PROCEDURE

Each teacher selected to participate was contacted at his or her school by a representative of the Klingenstein Center or by a secretary on the school staff, acting on our behalf. Interview appointments were scheduled at the convenience of the teacher and were held at various times, before the school day began, during a free period or lunch hour, or after school hours. The interviews were held in classrooms, lunchrooms, libraries, offices, and on several occasions when space was a problem, in supply closets.

PROCESSING OF THE DATA

All completed questionnaires were edited, keypunched, and verified. The data was tabulated and processed using SPSS.

SAMPLE COMPLETION RATES

Of all the schools identified for the study, 97 percent agreed to participate. Within the schools, the number of teachers contacted who agreed to participate was over 90 percent. When the interviewer went to a school and discovered that the teacher selected was absent, an alternate was chosen. On a few occasions when the designated alternate was not available, another teacher, who happened to be accessible at the time and who met the sample qualifications, was substituted. All teachers who began the interview completed it.

APPENDIX B

Questionnaire

BEGIN DECK 01

Case #

Interviewer's name: _____ Date: _____

Hello, I'm (YOUR NAME) with Teachers College at Columbia University. We're conducting a survey of public and private school teachers in New Jersey. The purpose of this project is to study the work life of teachers in public and private schools and their career plans. Your name was selected at random from a list of teachers. I'd like to arrange a time to come see you; the interview will take about half an hour. When would there be a convenient time on (DAY, DATE) to meet with you?

ALL INDIVIDUAL RESPONSES WILL BE HELD CONFIDENTIAL
AND ONLY GROUP DATA WILL BE SHARED

Time Began: A.M. __
P.M. __

The first few questions are about your teaching career.

RECORD ANSWERS TO QUESTIONS 1-10 ON FACING PAGE.

BEGIN WITH CURRENT SCHOOL, Q. 1, 7, 8, 9, and 10, AND ANY OTHER QUESTIONS NECESSARY.

1. When did you start teaching at (CURRENT/PREVIOUS SCHOOL)?
2. When did that job end?
3. Where is (SCHOOL) located -- in what city and state?
4. Is that a public, private, or parochial school?
5. (When you taught there,) (Is/was) it for boys only, girls only, or (is/was) it coed?
6. (Is/was) it a boarding or day school?
7. HAND CARD A. What subjects (do/did) you teach?
8. What level (do/did) you teach?
9. DO NOT ASK ABOUT CURRENT JOB. Were you a teacher, an intern, or something else?
10. Did you teach at any other school before (SCHOOL)? Please include any school where you may have been a teaching intern.

Yes (ASK A)

No (SKIP TO Q. 11)

- A. What was the name of the school where you taught just before (SCHOOL)?

RECORD NAME OF SCHOOL ON FACING PAGE AND ASK Q'S 1-10.

10A.	1.	2.	3.	4.	5.	6.	7.	8.	9.
NAME OF SCHOOL	DATE BEGUN	DATE ENDED	CITY/STATE	TYPE	SEX OF STUDENTS	BOARD/DAT	SUBJECTS TAUGHT (CODE ALL THAT APPLY)	LEVEL TAUGHT	TEACHER/ INTERN
I.				Public . 1	Boys . 1	Board . 1	English . 01 Phys Sci 06 Math . . 02 Life Sci 07 Comp. Sci 03 Phys Ed . 08 For Lang 04 Art . . . 09 History . 05 Music . . 10 Other . . 11	Elem . . 1 High Sch 2 College . 3 Other . . 4	Teacher . 1 Intern . 2 TA . . . 3 Subst . . 4 Other . . 5
	4-7/	8-11/	12-18/	19/	20/	21/	22-47/	48/ 49/	50/ 51/
II.				Public . 1	Boys . 1	Board . 1	English . 01 Phys Sci 06 Math . . 02 Life Sci 07 Comp. Sci 03 Phys Ed . 08 For Lang 04 Art . . . 09 History . 05 Music . . 10 Other . . 11	Elem . . 1 High Sch 2 College . 3 Other . . 4	Teacher . 1 Intern . 2 TA . . . 3 Subst . . 4 Other . . 5
	52- 55/	56- 59/	60-66/	67/	68/	69/ DECK 02	4-29/	30/ 31/	32/ 33/
III.				Public . 1	Boys . 1	Board . 1	English . 01 Phys Sci 06 Math . . 02 Life Sci 07 Comp. Sci 03 Phys Ed . 08 For Lang 04 Art . . . 09 History . 05 Music . . 10 Other . . 11	Elem . . 1 High Sch 2 College . 3 Other . . 4	Teacher . 1 Intern . 2 TA . . . 3 Subst . . 4 Other . . 5
	34- 37/	38- 41/	42-48/	49/	50/	51/	52-77/ BEGIN DECK 03	4/ 5/	6/ 7/
IV.				Public . 1	Boys . 1	Board . 1	English . 01 Phys Sci 06 Math . . 02 Life Sci 07 Comp. Sci 03 Phys Ed . 08 For Lang 04 Art . . . 09 History . 05 Music . . 10 Other . . 11	Elem . . 1 High Sch 2 College . 3 Other . . 4	Teacher . 1 Intern . 2 TA . . . 3 Subst . . 4 Other . . 5
	8-11/	12- 15/	16-22/	23/	24/	25/	26-51/	52/ 53/	54/ 55/
V.				Public . 1	Boys . 1	Board . 1	English . 01 Phys Sci 06 Math . . 02 Life Sci 07 Comp. Sci 03 Phys Ed . 08 For Lang 04 Art . . . 09 History . 05 Music . . 10 Other . . 11	Elem . . 1 High Sch 2 College . 3 Other . . 4	Teacher . 1 Intern . 2 TA . . . 3 Subst . . 4 Other . . 5
	56- 59/	60- 63/	64-70/	71/	72/	73/ DECK 04	4-29/	30/ 31/	32/ 33/

11. Have you had any other full-time jobs besides teaching, not counting any temporary jobs such as summer work while you were in school?

Yes 1 (ASK A & B) 34/

No 2 (GO TO Q. 12)

- A. For how many years did you do such full-time work (not counting teaching)?

_____ years 35-36/

- B. Did you consider any of this work as a serious career option?

Yes 1 37/

No 2

Next, I want to ask more about your current job.

12. How many periods of classroom teaching do you have each week? (Count double periods as two.)

_____ periods per week 38-39/

13. How long is each period (on average)?

_____ minutes 40-41/

14. Counting each student in every class, how many students do you teach?

_____ students 42-44/

15. On an average day, how many different preparations do you have?

_____ preparations 45/

16. On an average day, how much time do you spend on classroom-related duties such as planning, correcting papers, and helping students? Include time you spend at home, but not classroom teaching or extra-curricular activities.

_____ hours per day

46/

17. Of these (ANSWER TO Q. 16) hours, about how much time, if any, do you spend at home on these activities?

_____ hours per day

47/

18. In addition to your classroom activities, do you . . .

CODE Q. B BELOW

	Yes	No	Yes	No	
a. coach any athletic teams?	1	2 48/	1	2	49/
b. advise clubs or academic teams?	1	2 50/	1	2	51/
c. work with student publications?	1	2 52/	1	2	53/
d. work on faculty committees?	1	2 54/	1	2	55/
e. work with drama productions?	1	2 56/	1	2	57/
f. have home room responsibilities?	1	2 58/	1	2	59/
g. do grade level advising (for example, are you the tenth grade class advisor)?	1	2 60/	1	2	61/
h. serve as an assigned advisor for individual students?	1	2 62/	1	2	63/
i. chaperone student social events?	1	2 64/	1	2	65/
j. monitor study halls or computer rooms?	1	2 66/	1	2	67/
k. monitor students in lunchrooms or halls, or at bus loading?	1	2 68/	1	2	69/

IF ANY "YES" ANSWERS TO Q. 18, ASK A.

- A. Are you given extra pay or other compensation for (this activity/ any of these activities)?

Yes 1 (ASK B) 70/

No 2 (GO TO Q. 19)

- B. Which ones? What about (ACTIVITY)? ASK SEPARATELY FOR EACH ACTIVITY CODED "YES" IN Q. 18. CODE "YES" OR "NO" FOR EACH ABOVE.

19. (Aside from these activities,) do you have any other kinds of non-classroom responsibilities?

Yes 1 (ASK A & B) 71/

No 2 (GO TO Q. 20)

- A. What are they?

RECORD VERBATIM.

72-73/

74-75/

76-77/

- B. Are you given extra pay or other compensation for (that/any of these activities)?

Yes 1 78/

No 2

IF ANY "YES" ANSWERS TO Q. 18, OR ANY RESPONSIBILITIES IN Q. 19, ASK Q'S 20 AND 21. OTHERWISE, SKIP TO Q. 22.

20. Altogether, in an average week, about how much time do you spend on (all of these) non-classroom activities?

BEGIN DECK 05

_____ hours per week 4-5/

21. Are you required to take on non-classroom responsibilities?

Yes 1 6/

No 2

22. So far, I've just asked about the time it takes to do different parts of your job. About how much time would you say you spend on your job altogether in the course of an average week?

_____ hours per week 7-8/

23. In your present job, does the administration require you to . . .		A.	
		Does this requirement benefit your students?	
a. turn in lesson plans?	Yes . . 1 (A) 9 /	Yes 1	10/
	No . . 2 (b)	No 2	
b. structure lessons in any particular way?	Yes . . 1 (A) 11 /	Yes 1	12/
	No . . 2 (c)	No 2	
c. write objectives on the board?	Yes . . 1 (A) 13 /	Yes 1	14/
	No . . 2 (d)	No 2	
d. assign homework every day?	Yes . . 1 (A) 15 /	Yes 1	16/
	No . . 2 (24)	No 2	

24. Does your school provide . . .		Yes	No	
a. tuition assistance for graduate study?		1	2	17/
b. released time for conferences or workshops or for visiting other schools?		1	2	18/
c. financial assistance for attending workshops or conferences?		1	2	19/
d. an on-going system for evaluating your work?		1	2	20/
e. faculty meetings or workshops to help you grow as a teacher?		1	2	21/

25. Do you have any interactions with parents?

Yes 1 (ASK A) 22/

No 2 (GO TO Q. 25)

A. Would you characterize these as generally positive or generally negative?

Generally positive 1 23/

Generally negative 2

B. Why do you say that?

RECORD VERBATIM.

24-25/

26-27/

28-29/

C. What else?

RECORD VERBATIM.

30-31/

32-33/

34-35/

Next, I want to ask more about the subjects you teach. REFER BACK TO PAGE 2.
You said that you teach (READ SUBJECTS CODED FOR CURRENT JOB).

WRITE EACH SUBJECT NAME AND CODE ON A SEPARATE LINE IN GRID BELOW, THEN ASK
Q'S 26-28 FOR EACH SUBJECT. RECORD ANSWERS IN GRID.

26. How many college-level courses have you had in (SUBJECT)? By "courses"
I mean semester-long courses.
27. HAND CARD B. If the number 1 represents very knowledgeable and the number 5
represents not at all knowledgeable, what number would you choose to
describe how knowledgeable you are in (SUBJECT)?
28. Are you certified to teach (SUBJECT) in New Jersey?

SUBJECT	CODE	26.	27.	28.
	36-37/	38-39/ (# of courses)	Very knowledgeable 40/ 1 2 3 4 Not at all know. 5	Yes . . . 1 41/ No . . . 2
	42-43/	44-45/ (# of courses)	Very knowledgeable 46/ 1 2 3 4 Not at all know. 5	Yes . . . 1 47/ No . . . 2
	48-49/	50-51/ (# of courses)	Very knowledgeable 52/ 1 2 3 4 Not at all know. 5	Yes . . . 1 53/ No . . . 2
	54-55/	56-57/ (# of courses)	Very knowledgeable 58/ 1 2 3 4 Not at all know. 5	Yes . . . 1 59/ No . . . 2
	60-61/	62-63/ (# of courses)	Very knowledgeable 64/ 1 2 3 4 Not at all know. 5	Yes . . . 1 65/ No . . . 2

The next few questions are about your decision to become a teacher.

29. How old were you when you first considered going into teaching?

_____ years old

66-67/

30. What grade level were you in in school then?

Elementary (1-8) 01

68-69/

Fresh./soph. in h.s. (9,10) 02

Jr./Sr. in h.s. (11,12) . . 03

Freshman in college 04

Sophomore 05

Junior 06

Senior 07

In graduate school 08

Not in school 09

31. What prompted you to go into teaching? PROBE: What was the main reason?

RECORD VERBATIM.

70-71/

72-73/

74-75/

32. What other career options did you seriously consider?

BEGIN DECK 06

RECORD VERBATIM.

4-5/

6-7/

8-9/

33. HAND CARD C. How supportive were your parents about your decision to become a teacher? What about your father -- was he very supportive, somewhat supportive, not at all supportive, or did he actively oppose the idea?

Very supportive	1	10/
Somewhat supportive	2	
Not at all supportive	3	
Actively opposed	4	
FATHER NOT ALIVE/AROUND	6	

34. And what about your mother? (Was she very supportive, somewhat supportive, not at all supportive, or did she actively oppose the idea?)

Very supportive	1	11/
Somewhat supportive	2	
Not at all supportive	3	
Actively opposed	4	
MOTHER NOT ALIVE/AROUND	6	

35. REFER TO P. 2 IF NECESSARY. You said that your first teaching job was in a (public/private) school. Did you also look for a job in a (public/private) school at that time?

Yes	1	12/
No	2	

36. Why did you decide to teach in a (public/private) school rather than a (public/private) one? What other reason?

RECORD VERBATIM.

13-14/
15-16/
17-18/

37. If you were looking for another teaching job now, would you accept a job in a (public/private) school?

Yes 1 (ASK A) 19/
 No 2 (ASK B)

- A. What would be attractive to you about a (public/private) school?

RECORD VERBATIM 20-21/
 22-23/
 24-25/

- B. Why not?

RECORD VERBATIM 26-27/
 28-29/
 30-31/

38. Think back to your first year of teaching. We'd like to know whether you received certain kinds of help in your work. (During your first year of teaching,) did you get help with . . .

	Yes	No	
a. disciplining students?	1	2	32/
b. teaching techniques?	1	2	33/
c. understanding adolescent behavior?	1	2	34/
d. course content?	1	2	35/

39. Did your school have a particular program for helping beginning teachers?

Yes 1 (ASK A) 36/
 No 2 (GO TO Q. 40)

- A. HAND CARD D. If 1 is very effective and 5 not at all effective, how effective was this program?

CODE ONE ONLY 1 2 3 4 5 37/

40. Did you receive a formal evaluation of your work during that first year?

Yes 1 38/
No 2

41. When you first started teaching, how long did you intend to continue with education as a profession? IF "DK," PROBE: About how many years would you say?

_____ years 39-40/

42. We're interested in your opinion about what makes an excellent secondary school teacher. HAND CARD E. Here are some characteristics people have said are important for excellence. I'd like you to rank them in order of how important you think they are for an excellent secondary teacher. Take a minute to think about it. PAUSE.

Which would you say is the (most/next most) important?

RECORD THE NUMBERS 1 THROUGH 6, FOR THE MOST TO LEAST IMPORTANT, NEXT TO THE APPROPRIATE CHARACTERISTICS BELOW.

Knows subject matter	_____	41/
Understands students	_____	42/
Displays warmth	_____	43/
Is imaginative	_____	44/
Loves to learn	_____	45/
Knows teaching techniques and methods	_____	46/

43. Is there another characteristic of an excellent teacher that you would list as being particularly important? What is it?

RECORD VERBATIM.

47-48/
49-50/
51-52/

44. TAKE BACK CARDS. Now I'd like you to think about how well you demonstrate these characteristics. For each one, as I read it to you, give yourself a letter grade, from A+ to D-, according to how well you feel you demonstrate it in your own teaching. What about . . .

a. knowledge of subject matter?	_____	53-54/
b. understanding of students?	_____	55-56/
c. warmth?	_____	57-58/
d. imaginativeness?	_____	59-60/
e. love of learning?	_____	61-62/
f. knowledge of teaching techniques and methods? .	_____	63-64/
g. (ANSWER TO Q. 43, IF GIVEN)?	_____	65-66/
h. (SECOND ANSWER TO Q. 43, IF GIVEN)?	_____	67-68/

45. HAND CARD F. Apart from how you feel about your current job, how satisfied are you with teaching as a career?

Extremely satisfied	1	69/
Very satisfied	2	
Satisfied	3	
Somewhat satisfied	4	
Not at all satisfied	5	

46. And, independent of how you feel about teaching as a career, how satisfied are you with your current job?

Extremely satisfied	1	70/
Very satisfied	2	
Satisfied	3	
Somewhat satisfied	4	
Not at all satisfied	5	

47. What one thing do you like best about teaching as a career?

RECORD VERBATIM.

4-5/
6-7/
8-9/

48. What one thing do you like best about teaching at your school?

RECORD VERBATIM.

10-11/
12-13/
14-15/

49. What one thing do you like least about teaching as a career?

RECORD VERBATIM.

16-17/
18-19/
20-21/

50. What one thing do you like least about teaching at your school?

RECORD VERBATIM.

22-23/
24-25/
26-27/

51. At this point in your career are you seriously considering a job change?

Yes 1 (ASK A) 28/
No 2 (GO TO Q. 52)

A. Are you considering leaving teaching?

Yes 1 (ASK B) 29/
No 2 (GO TO Q. 52)

B. What field are you considering?

RECORD VERBATIM.

30-32/
33-35/

52. HAND CARD G. How likely is it that you will remain in teaching for the next ten years?

Very likely 1 (GO TO Q. 53) 36/
Fairly likely 2 (ASK A)
Fairly unlikely 3 (ASK A)
Very unlikely 4 (ASK A)

A. Would you be more likely to stay in teaching if it offered . . .

	Yes	No	
a. higher salaries?	1	2	37/
b. more variety?	1	2	38/
c. increased intellectual stimulation?	1	2	39/
d. greater opportunity for professional advancement?	1	2	40/
e. more leisure time?	1	2	41/
f. more recognition for your work?	1	2	42/
g. greater prestige in society?	1	2	43/
h. more freedom from administrative tasks?	1	2	44/

Now I have a few more questions about your background.

53. Did you ever attend a private school?

Yes 1 (ASK A & B) 45/

No 2 (GO TO Q. 54)

A. Was it an independent or a parochial school?

Independent 1 46/

Parochial 2

Both 3

54. From which undergraduate college did you graduate?

RECORD VERBATIM. 47-51/

55. What was your major?

RECORD VERBATIM. 52-53/

56. What was your overall grade point average as an undergraduate?

RECORD VERBATIM. IF NOT ON FOUR-POINT SCALE, PROBE FOR AND RECORD TYPE OF SCALE.

54-57/

57. Have you earned any degrees beyond the Bachelor's level?

Yes 1 (ASK A-C) 58/

No 2 (GO TO Q. 58)

ASK B AND C FOR EACH DEGREE IN A.

A. Which degree? Any other?	B. What school did you attend for (DEGREE)?	C. What was your major?
59-60/	61-65/	66-67/
68-69/	70-74/	75-76/
4-5/	6-10/	11-12/

BEGIN
DECK 08

58. Before you entered teaching, how many courses altogether did you have in teacher education?

_____ courses 13-14/

None 00 (SKIP TO Q. 60)

59. Using the standard grading system — A, B, C, D, F — how would you evaluate these courses in terms of their usefulness to you as a teacher?

A 1 15/

B 2

C 3

D 4

F 5

60. What is your current salary?

\$_____ per _____ 16-20/

21/

ASK Q'S 61 AND 62 OF PRIVATE SCHOOL TEACHERS ONLY.

61. In addition to your salary, do you get housing or a housing allowance?

Yes 1 22/
No 2

62. In addition to your salary, do you get board or an allowance for meals?

Yes 1 23/
No 2

63. Do feel that your salary and other compensation is appropriate for what you do?

Yes 1 24/
No 2

64. Do you currently do any work for pay other than teaching at (SCHOOL)?

Yes 1 (ASK A & B) 25/
No 2 (GO TO Q. 65)

A. What kind of work is it?

RECORD VERBATIM.

26-27/
28-29/

B. Besides teaching, how many hours per week do you work?

_____ hours per week

30-31/

65. Do you have any other substantial source of income besides teaching (and your other job)?

Yes 1 32/
No 2

66. Are you currently married, widowed, divorced, separated, or have you never been married?

Married 1 (ASK A) 33/
Widowed, divorced, separated . . 2 (GO TO Q. 67)
Never been married 3 (GO TO Q. 67)

A. Does your (husband/wife) work?

Yes 1 (ASK B) 34/
No 2 (GO TO Q. 67)

B. HAND CARD H. Which of the categories on this card best describes (his/her) annual income — is it A, B, C, or D?

A. Under \$15,000 1 35/
B. \$15,000 - \$29,999 2
C. \$30,000 - \$49,999 3
D. \$50,000 or more 4

67. Do you have any dependent children?

Yes 1 (ASK A) 36/
No 2 (GO TO Q. 68)

A. How many?

_____ children 37-38/

68. How old were you on your last birthday?

_____ years old 39-40/

69. Thank you very much for answering our questions. As you may have figured out, this questionnaire is trying to find out why people choose teaching as a career, and why some change their minds. Do you have any ideas you'd like to share with us about why you think people leave teaching?

RECORD VERBATIM.

41-42/

43-44/

-
70. Do you have any other comments about anything in the questionnaire?

RECORD VERBATIM.

45-46/

47-48/

Time Ended A.M. ____

P.M. ____

New Jersey High Schools Included in Study

INDEPENDENT DAY SCHOOLS

The Barnstable School, Glen Rock
The Bergen School, Jersey City
Collegiate School, Passaic
Don Bosco Prep High School, Ramsey
Don Bosco Technical High School, Englewood
Dwight Englewood School, Englewood
The Friends School, Mullica Hill
The Gill/St. Bernards School, Bernardsville
Kent Place School, Summit
Lakewood Preparatory School, Howell
The Montclair-Kimberly School, Montclair
Morristown Friends School, Morristown
The Morristown-Beard School, Morristown
Newark Academy, Livingston
Oak Knoll School of the Holy Child, Summit
The Pringy School, Martinsville
Princeton Day School, Princeton
Rutgers Preparatory School, Somerset
Saddle River Country Day, Saddle River
The Vail-Deane School, Mountainside
Wardlaw-Hartridge Upper School, Edison

INDEPENDENT BOARDING SCHOOLS

Admiral Farragut Academy, Pine Beach
Blair Academy, Blairstown

The Hun School of Princeton, Princeton
The Lawrenceville School, Lawrenceville
The Peddie School, Hightstown
The Pennington School, Pennington
Purnell School, Pottersville

PUBLIC SCHOOLS

Camden High School, Camden
Colonia High School, Rahway
Cranford Senior High, Cranford
Dover High School, Dover
Emerson High School, Union City
Franklin Township High School, Somerset
Freehold Borough High School, Freehold
Hackettstown High School, Hackettstown
Hamilton-West Watson High School, Hamilton
Hightstown High School, Hightstown
Highland High School, Clamenton
Hillside High School, Hillside
Howell High School, Farmingdale
Jefferson Township High School, Oak Ridge
Jonathan Dayton Regional High School, Springfield
John F. Kennedy High School, Patterson
Lacey Township High School, Lanoka Harbor
Lakewood High School, Lakewood
Lakeland Regional High School, Wanaque
Manalapan High School, Englishtown
Monroe Township High School, Jamesburg
Morris Knolls High School, Denville
North Valley Regional High Old Tappan, Westwood
Ocean Township High School, Oakhurst
Piscataway Township High School, Oakhurst
Point Pleasant High School, Pt. Pleasant Beach
Ridgefield Park High School, Ridgefield Park
Roxbury High School, Succasunna
Shawnee High School, Medford
South Plainfield High School, South Plainfield
Union Hill High School, Union City
Williamstown High School, Williamstown

Geographic Distribution of Schools

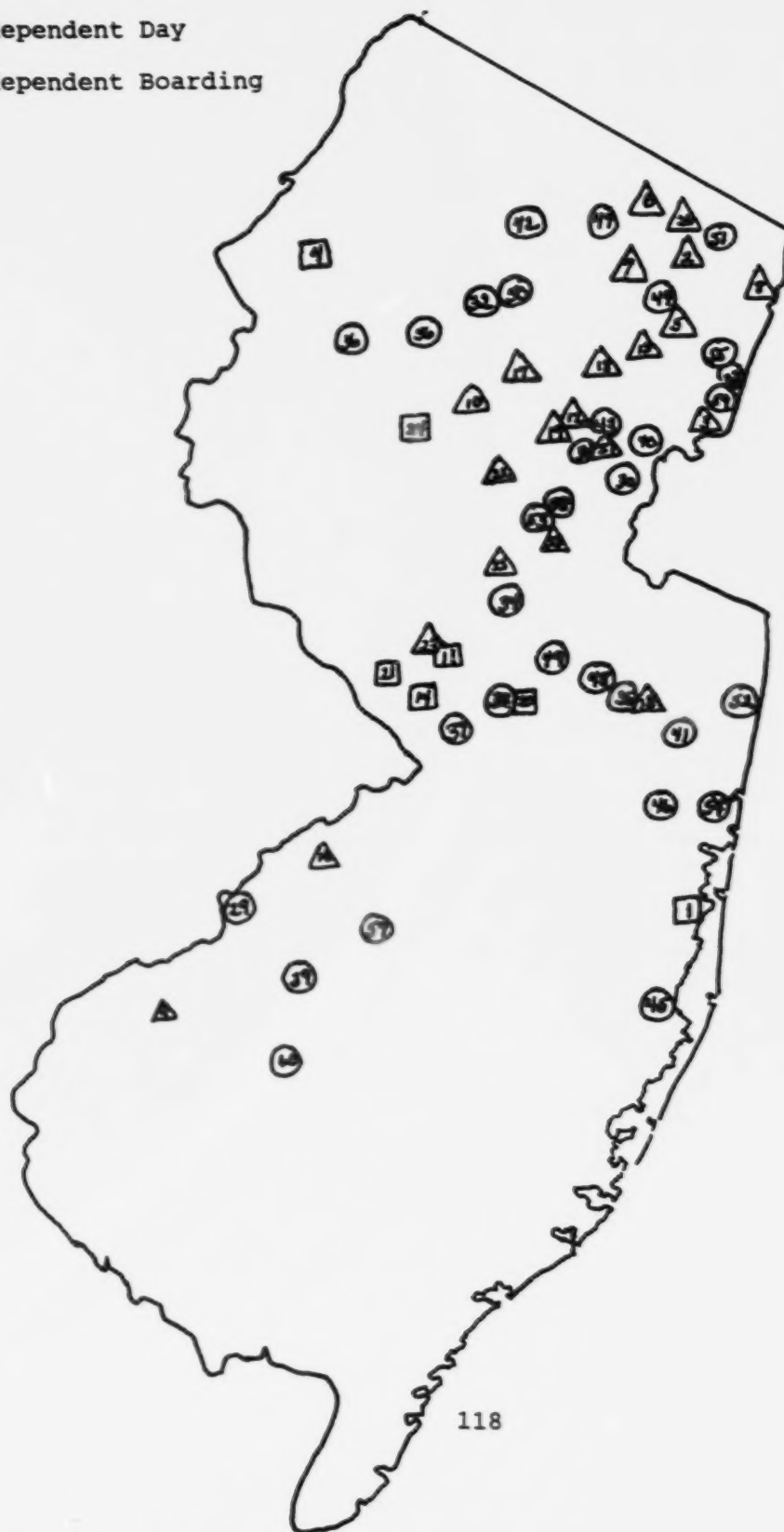
NEW JERSEY INDEPENDENT SCHOOLS

1. Admiral Farragut Academy, Pine Beach
2. The Barnstable School, Glen Rock
3. The Bergen School, Jersey City
4. Blair Academy, Blairstown
5. Collegiate School, Passaic
6. Don Bosco Prep High School, Ramsey
7. Don Bosco Technical High School, Englewood
8. Dwight Englewood School, Englewood
9. The Friends School, Mullica Hill
10. The Gill/St. Bernards School, Bernardsville
11. The Hun School of Princeton, Princeton
12. Kent Place School, Summit
13. Lakewood Preparatory School, Howell
14. The Lawrenceville School, Lawrenceville
15. The Montclair-Kinberly School, Montclair
16. Morristown Friends School, Morristown
17. The Morristown-Beard School, Morristown
18. Newark Academy, Livingston
19. Oak Knoll School of the Holy Child, Summit
20. The Peddie School, Hightstown
21. The Pennington School, Pennington
22. The Pringy School, Martinsville
23. Princeton Day School, Princeton
24. Purnell School, Pottersville
25. Rutgers Preparatory School, Somerset
26. Saddle River Country Day, Saddle River
27. The Vaile-Deane School, Mountainside
28. Wardlaw-Hartridge Upper School, Edison

NEW JERSEY PUBLIC SCHOOLS

29. Camden High School, Camden
30. Colonia High School, Rahway
31. Cranford Senior High, Cranford
32. Dover High School, Dover
33. Emerson High School, Union City
34. Franklin Township High School, Somerset
35. Freehold Borough High School, Freehold
36. Hackettstown High School, Hackettstown
37. Hamilton-West Watson High School, Hamilton
38. Hightstown High School, Hightstown
39. Highland High School, Clamenton
40. Hillside High School, Hillside
41. Howell High School, Farmingdale
42. Jefferson Township High School, Oak Ridge
43. Jonathan Dayton Regional High School, Springfield
44. John F. Kennedy High School, Patterson
45. Lacey Township High School, Lanoka Harbor
46. Lakewood High School, Lakewood
47. Lakeland Regional High School, Wanaque
48. Manalpan High School, Englishtown
49. Monroe Township High School, Jamesburg
50. Morris Knolls High School, Denville
51. North Valley Regional High Old Tappan, Westwood
52. Ocean Township High School, Oakhurst
53. Piscataway Township High School, Oakhurst
54. Point Pleasant High School, Pt. Pleasant Beach
55. Ridgefield Park High School, Ridgefield Park
56. Roxbury High School, Succasunna
57. Shawnee High School, Medford
58. South Plainfield High School, South Plainfield
59. Union Hill High School, Union City
60. Williamstown High School, Williamstown

Legend: ○ Public School
△ Independent Day
□ Independent Boarding



Teachers in Public and Independent Schools: A Comparative Study

By Pearl R. Kane

Abstract

Why do young people decide to go into teaching, and why do a portion of those teachers decide to leave? Teachers in Public and Independent Schools attempts to address these questions for teachers of grades nine through twelve in the state of New Jersey. The survey was conducted by the Esther A. and Joseph Klingenstein Center for Independent School Education at Teachers College, Columbia University, and is an outgrowth of the Center's commitment to faculty development.

The study, which has been made possible through the generosity of the Geraldine R. Dodge Foundation, was designed to be relevant to both policy issues and to public and independent school practices concerning the attraction and retention of teachers. The results of the survey are based on personal on-site interviews with 243 public and independent school teachers in 60 schools in New Jersey. Every public and independent secondary school teacher under the age of 35 with less than 10 years of teaching experience had an equal chance of being drawn into the sample. All interviews were conducted from January to June 1985.